

Break

Referee recalled

The abrupt recall of Shirley Williams from China, because the Prime Minister needed her as lobby fodder for last night's vote, has broken up a rare opportunity for a bit of summitry on educational policy.

Mrs Williams was, of course, travelling at the invitation of the Chinese Government with her top civil servant, Sir James Hamilton, and the head of Her Majesty's Inspectorate, Miss Sheila Browne. Quite apart from giving them all a well-deserved end-of-term jaunt and a chance to make deals with their Chinese counterparts, they could have talked to each other in a privacy unpunctuated by departmental and political pressures.

There would surely have been time and space on the long bus and plane rides between the communes, the Great Wall and the junkies, for some fruitful conversation about policy before and after the election. Since Mrs Williams is planning to spend most of August on holiday in the United States, this would have been virtually a last chance to consider the implications of decisions which might have to be made in September. Several of them will require the careful

balancing of the independence of the inspectorate—powerfully guarded by Miss Browne—against the demands of political timing and other management considerations.

The agenda is littered with tricky items. There is the almost completed DES management review, whose scope was only extended to include the HMI's relationship with the department after some weeks of crisis negotiation. A decision must be made about a publication date for the HMI's primary survey, which will contain some good news and some bad news and is due to be ready on just about the most likely date for a general election. Mrs Williams is also expected to announce in September a government decision on whether to accept the Waddell recommendation on a 16-plus exam.

Forced to abandon Miss Browne and Sir James to continue any further discussions without a referee, it looks as if Mrs Williams will now be here to take part in one or two debates she might have hoped would go on in her absence. She is back just in time, for example, for the publication today of the HMI's damning discussion document on mixed ability, with all the ammunition it is bound to produce for her political opponents. Admittedly slipped out right at the end of the Parliamentary session and after the schools had broken up, its publication now must nevertheless mark a victory for the inspectorate view that information that will help schools and teachers should not be withheld for political reasons.

Yours, in haste...

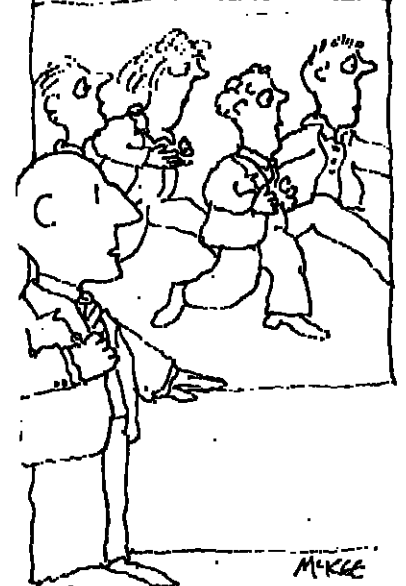
The timing of the 16-plus report's publication a fortnight earlier did owe something to political considerations as well as to the Secretary of State's travels.

Although the DES murmured

about unseemly haste, both the Waddell steering committee and Mrs Williams had been anxious to get the report out and ready for government decision before there was any chance of a Tory administration which had already declared itself against a joint exam system on 16.

Once the last-minute decision to join the China party had been taken, Mrs Williams was keen that fellow MPs should have a chance to read the report and question her before she left. This plan was very nearly stymied when she failed to read and approve the final draft on the appropriate weekend because of a visit to the Manchester Moss Side by-election.

In the event, the report was rushed out by the chosen date, MPs did get a weekend to read it before education question time the following Tuesday, and all criticism was apparently damped because nobody raised the matter. Nor has there been any word since on the subject from the Conservative's education spokesman, Norman St John-Stevas, or his jostling number two, Rhodri Iwan.



"Some rush every time a job's mentioned. If they stood still they'd avoid it just as easily."

Leaving aside the unworthy suspicion that some of those who condemned the original Schools Council proposals (on the grounds that a common exam system would lower standards) had not actually read the now improved report, we are left with the more likely explanation that it is difficult to pick holes in such a sound and carefully written document.

Indeed, such was the enthusiasm of a majority of the steering committee for their project after their researches, that they had already managed to carry with them some of the more right-minded of their own membership, such as Dr Barbara Marsh, chairman of Shropshire Education Committee, Mrs Lorna Denton, the parent member from Dorsetshire, and Mr B. W. L. Pearson of the Birmingham Chamber of Industry and Commerce.

On the last lap, one of the committee's main concerns was that there should be no loose phrases left in the report that would make an easy target for critics. "Would this make a Daily Mail headline?" was the criterion. With this well in mind, most of the final rewrite was done by the practical Inspectorial hand of Miss Sheila Browne.

Mergers without maps

Although the Waddell Committee stopped short of explicit advice on the make-up of its recommended territorial groupings of examination boards, they were called on for one decision.

During their deliberations in the spring the three Oxford and Cambridge examinations boards, along with the Southern Universities Joint Board, based at Bristol, were making their own arrangements

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in anticipation of falling into their urban area. They must go to go in with London. The point is less clear for the Midlands, where the north or the south group.

For the present, some of the boards are keener than others on mergers and a clear decision is needed to show the political will is there to give a sharp kick into place.

Further talks are being led from the DES, which seems unlikely before the summer return from holiday in the north.

The Waddell Committee has from drawing maps for the report, for fear that they would stimulate adverse criticism in the way of implementation. Doubtless the maps are ready somewhere in the when the right moment comes.

Verse and worse

In more whimsical mood at the school for blind children (page 6) the poem that a junior official in reply to an objection to the closures who wrote in verse. Report:

"When a local authority decides that it should be clearly what it is doing, you will remember the notices were published."

Anyone who disagrees (and he is a few of them) should swiftly send their views to the Secretary of State, who will be born in mind, in the same vein.

Very DES.

Next week

Mary Warnock examines the assumptions underlying a book on "arts education" by Malcolm Ross's *The Creative Arts*.

Education for revolution: Donald Bury looks at Cuba's going about the "21st-century man".

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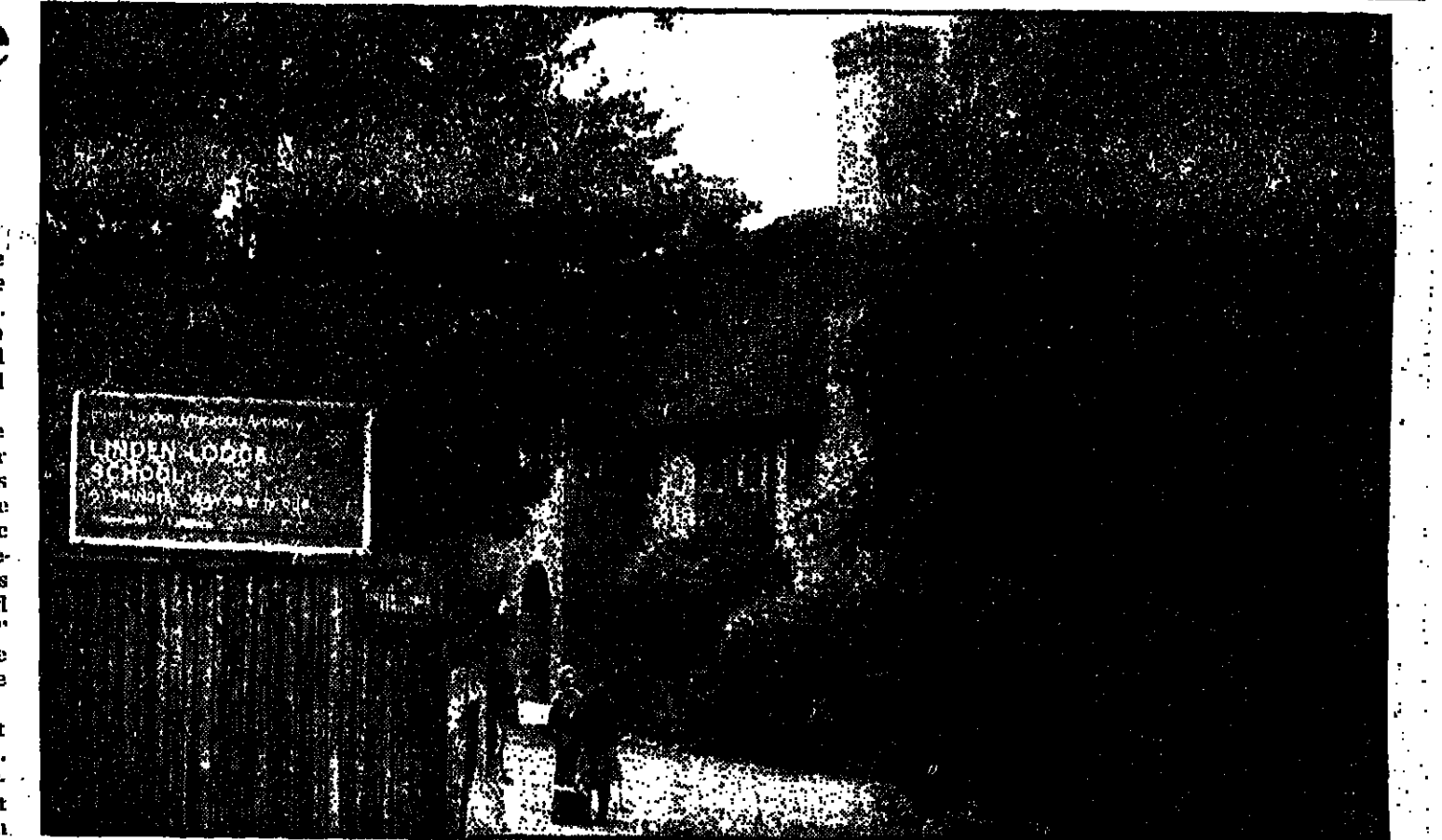
The good the bad and the silent...

The troubled events at Linden Lodge school for blind children (page 6) are the top brass were so gloomy that a junior official in reply to an objection to the closures who wrote in verse. Report:

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Linden Lodge raises issues crucial to all special schools.

But the Linden Lodge row raises important general issues. Some apply to all schools, but are particularly crucial to special schools, where parents and pupils have good cause to be extremely anxious about the children's futures, where they are particularly at the mercy of the competence and judgments of professionals, and where parents have so few alternatives if they are unhappy about a particular school.

Most of the issues were well dealt with in the Warnock report on special education. The report dealt fully with parent involvement, full and open reports for parents, a careful and limited definition of confidentiality.

It was extremely clear on assessment

procedures (and the parents' part in them) and the subsequent definition of specific objectives for the treatment and general education of individual children. One of the most alarming things about the Linden Lodge case is the way the school even seems to have fallen down on the "special" job of teaching children to be mobile, developing residual vision, and so on.

The Warnock report was also unequivocal about the right of all children to as full an academic curriculum as they are capable of, and recommended links between special and ordinary schools where none exist. This should be an immediate priority for all special schools that take children of normal intelligence.

Another priority is the building of advisory teams to work with parents and schools. The considerable staffing difficulties of some small special schools make this particularly important: they need help in setting curriculum objectives, developing an organization to meet them, and demanding proper resources.

There is a good deal of current confusion about the job of inspectors/advisors. But even if they are wary of appearing to lay down curriculum objectives for schools, there is an obvious job to be done in making sure that schools do have clear objectives, based on high enough expectations of their pupils' potential, and adequate resources to meet them. And where this is not the case, it is the inspectors'

job to alert officials and provide support (particularly in generous authorities such as ILCA).

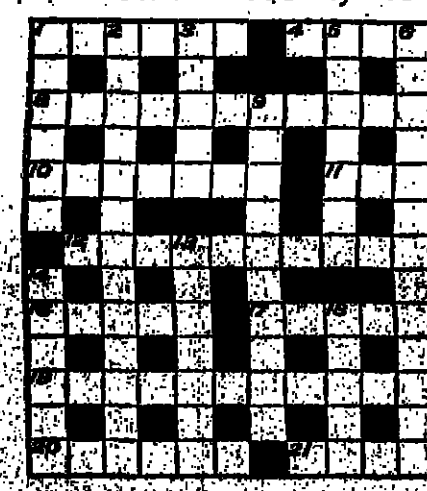
The Warnock report, in its cautious section on the integration of handicapped children into ordinary schools, said that success depended on special training, sustained high-level support from various services, and suitable facilities. The least authorities can do, in the year of the report, is to make sure that they are providing all these things in their special schools.

No comment

"If you show bubble gum the teachers make you spit it out but for all we know they might have bubble gum in the staffroom."—from essay by suspicious 12-year-old boy in Newcastle comprehensive.

Folly at Marble Hill. ILEA's summer holiday project this year is an informal exploration of a classic eighteenth-century country house and contents, and its traditional garden folly. There will be art workshops, slide-talks, eighteenth-century dances, and a chance to build your own mini-folly with the help of an artist. Attendance free but limited to over-seas. Marble Hill House, Richmond Road, Twickenham. August 7-24, not Fridays and Sundays.

Crossword No 1,143



Across
1. Criminal action by firm (6)
2. Current account (6)
3. No doubt, includes (6)
4. Donkey in (6)
5. The foot of a (6)
6. Don't go (6)
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Down

1. A team of engineers here (6)
2. Contemporary poster (6, 2, 5)
3. Deadly difficult (5)
4. Dance that attracted Newman (7)
5. Makes tracks for Puddington (7, 6)
6. 7 gets nothing for it (6)
7. A tree's rich down (6, 4)
8. A sense of purpose (6)
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Bridge

Whichever type of bidder you are, cautious or pua, you will find this to be a most useful card to have in your hand. It is the only card that can be played in any position, and it is the only card that can be played in any position.

Suppose you are West playing GNT, and a club is led. A perfect safety play is available in the spade suit. You have a small card from either hand, and finessing it is necessary. This requires a bit of thought. If you have a small card from either hand, and finessing it is necessary. This requires a bit of thought.

admittedly a remote chance but your only chance.

In the next deal North leads the 8 of spades against GNT:

♠ A K 10 6 5 4 2
♥ A K 10 9 8 7 6 5 4 3 2
♦ A K 10 9 8 7 6 5 4 3 2
♣ A K 10 9 8 7 6 5 4 3 2

You have two realistic chances here, but neither involves a spade finesse. North is most unlikely to have led the 8 from Q-J-8, even if he held either on both of the other missing spades. His lead may, however, be top of nothing from 9-7-3. At which time South has a doubleton Q-J. Playing as if this were the case you cash the A-K, claiming 13 tricks if the Q-J fall, and winning to the heart finesse if they don't.

Somehow you may need help in no lower than three aces, especially if you push to 4 spades, as my partner did recently:

♠ A K 10 9 8 7 6 5 4 3 2
♥ A K 10 9 8 7 6 5 4 3 2
♦ A K 10 9 8 7 6 5 4 3 2
♣ A K 10 9 8 7 6 5 4 3 2

A heart was led by North, and West could see that the might easily have been a trick. His only hope was that the club finesse was right and

that trumps broke favourably. There was no pot, holding up the ace, no realistic chance of winning the king of diamonds, and no dummy for a trump trick. But there was some hope of holding at least three aces. So, he won the heart, played his two top trumps in dummy, only to find that he had begun with a high queen of clubs, and the high queen of clubs was covered by the ace, and the ace was covered by the king, and the king was covered by the queen, and the queen was covered by the jack, and the jack was covered by the 10, and the 10 was covered by the 9, and the 9 was covered by the 8, and the 8 was covered by the 7, and the 7 was covered by the 6, and the 6 was covered by the 5, and the 5 was covered by the 4, and the 4 was covered by the 3, and the 3 was covered by the 2, and the 2 was covered by the ace, and the ace was covered by the king, and the king was covered by the queen, and the queen was covered by the jack, and the jack was covered by the 10, and the 10 was covered by the 9, and the 9 was covered by the 8, and the 8 was covered by the 7, and the 7 was covered by the 6, and the 6 was covered by the 5, and the 5 was covered by the 4, and the 4 was covered by the 3, and the 3 was 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Who makes the next move?

Every day it becomes clearer that educational policy is now at stalemate until after the threatened General Election. Mrs Shirley Williams is even more at risk than most of her colleagues on this count, since the execution of her policies is so much in the hands of the local authorities which are already under Conservative control.

In this light, last week's backtracking by the Association of County Councils in support for maintenance allowances for over-16s can be seen as almost totally a political action rather than the result of educational conviction, as can the refusal back of the Oakes proposals by both ACC and AMA.

Through political conspiracy theories probably give Conservative Central Office and spokesmen rather too much credit for careful planning, as opposed to muddling through on incoherently thought out alternatives, the result has certainly been to put at risk reforms to which Mrs Williams herself had devoted so much careful political manoeuvring.

It may have been partly her own jockeying for Cabinet backing on EMAs, which led her to seize on the MSC's generous grants for 16-19s as a lever and talk about relevant courses, which obscured the educational aim of helping working-class children to stay on.

Frail framework

At a time when imaginative and radical ideas are remarkably few and far between, the Government's endorsement of the Aman proposal for an Open Broadcasting Authority has been enthusiastically seized upon as one light in a dark tunnel. The potential is certainly there, but it should be remembered that the White Paper provides no more than a frail framework for the fourth channel.

Nowhere are its ambiguities more evident than in the proposals concerning educational broadcasting. The threat of an ITV 2 in the back door could push out the proposed tenants at the stations—education and minority interests—is real and made more so by the Government's support of spot advertising. Other questions remain unanswered.

The White Paper rightly acknowledges that there is a need for Government money in the beginning, and continued financial support for educational programmes in particular, but, says nothing about where the education money will come from. Is it to be taken from the education budget?

What is the Government referring to when it talks of educational programmes? The White Paper suggests that Open University pro-

grammes be given some peak time, but otherwise who will contribute? And what is to be the mechanism by which potential contributions are assessed and coordinated, and needs defined and met? The White Paper emphasizes that the BBC and ITV are to continue to provide schools programmes, but are schools programmes also to be included on the OBA service?

As the Council for Educational Technology points out in its reaction to the White Paper (page 7), if educational output on the fourth channel is to be Government-subsidised while the BBC and ITV are still expected to finance their other education and schools output from their own revenues, might they not be tempted to off-load their educational programmes into this new Government-sponsored slot?

The proposal for an OBA could fulfil many of the main concerns of the educational organizations about the fourth channel. It could avoid an educational ghetto, increase access for the Open University and, perhaps, schools broadcasting, and it could offer peak times for educational programmes of all sorts. However, the OBA should temper their enthusiasm until there is a clearer idea of how it might work.

How a teachers' productivity deal could work. Shon Davies and Larry Toale on the benefits of imitating industry

Private lessons

Teachers, understandably anxious to halt the erosion in their standard of living, might well be forgiven some gloom on reading the Government White Paper *Winning the Battle against Inflation*. Whoever is winning this battle, teachers it would seem are once again destined to enjoy an honourable place among the casualties.

The White Paper states that during the last stage, phase three, of the wages policy inflation fell from 17 per cent to seven per cent. For many, particularly pensioners, the unemployed and low wage earners, living standards increased. The Government adds that the country should always have a long-term approach to collective bargaining based on a figure for each year which is the maximum increase in the level of earnings compatible with bringing inflation under control for the medium term. The figure in mind for 1978-1979 is five per cent.

The Government recognizes a small group of special cases, e.g. firemen and university teachers, who will exceed the 5 per cent. Other special cases to be considered favourably are low paid workers and those employees agreeing on self-financing productivity deals with their companies. Thus it would appear that the maximum available for teachers in the next bargaining round is 5 per cent unless they can persuade the Government they are a special case, or perhaps comparable with other special cases, or adopt some totally new approach.

It is not so long ago of course that teachers were themselves a special case. In fact it was this Government which in taking office in 1974 recognized the need for a major review of teachers' and nurses' salaries. The twin inquiries, Houghton and Halsbury, were set up. Reports were issued, Ministers accepted the findings and agreed to implement them. Momentarily, teachers and nurses were by their modest standards, tolerably well off.

Within 18 months the economy had suffered a setback and the Government imposed a strict income policy of £6 a week maximum pay increase for all, resulting in less than £8,500. The situation worsened the following year when the cost of teachers' increments was deducted from the kitty of 4 per cent available for settlement.

Yesterday's men

Phase three yielded 10 per cent. Since there was galloping inflation during this time, the Houghton increase had effectively vanished within three years. Phase four's 5 per cent, which makes the situation relatively worse.

Houghton did of course suggest a periodic review of teachers' salaries to bring them back into line and the teachers' unions will naturally be claiming that this is the appropriate moment. The claim is not without merits, but yesterday's men are unfortunately subject to the same melancholy fall as yesterday's men.

The hope of making progress by hanging on to somebody else's coat tails is equally fruitless. The procedure is well established. Given that the Government employs some 30 per cent of the workforce an incomes policy of sorts is inevitable. A norm is established and, given a few modifications here and there, is offered to all. Every so often reviews are held to establish differentials within occupational groups and their relationships with other groups. The reviews are set up on an ad hoc basis and the resulting report automatically invites comparison from all non-involved groups who can claim some degree of resemblance to the original individuals.

There have been few such opportunities in recent years. The Government has, in this area, shown commendable restraint—two major reviews of teachers' and nurses' pay, a period of restraint, then further review. In recent months, firemen, doctors and policemen have enjoyed major reviews which have been accepted by the Government, although in all three cases the total package is to be phased over two years or more. Teachers, in the general chorus of "me too" but with scant hope of being heard.

Better prospects are offered by imitating the private sector. Phase three's 10 per cent maximum has in practice turned out to be in excess of 14 per cent. A norm is a norm only in the public sector. Private industry can and does permit wage drift through increased overtime, productivity deals and revised job gradings. Wage packets can be inflated by fringe benefits such as company cars, membership of BUPA and concessionary purchases. Ghost jobs are traded in for extra cash.

Can teachers do anything along these lines? The drift, through increased availability of overtime—paid—can be ruled out. Fringe benefits are equally unlikely. The average shop steward negotiating a factory agreement would, however, consider that the current changes in the teachers' role gave him an overwhelming case.

The relevant instance is a rare example of teachers using what might be termed manufacturing industry tactics—the decision that supervising the school meals service should become a voluntary activity. Teachers did not ask for and did not get, any money, but filled the gap by employing auxiliary helpers which cost the L.E.A.s an appreciable sum.

During the 1977 negotiations, teachers won one concession and refused even to offer voluntary supervision of school meals. The consequence was that many schools

had to close. The lesson is not that teachers should go back to preparing meals at a price but that they realize that many of these schools have a cash value.

What other changes in teachers' role could be given a value?

There is, first, the increasing qualifications demanded. The profession is becoming all grade and all the graduates need a qualification to colleges of education for O levels in mathematics and English.

The job itself is changing. Teachers must adjust. They are constantly being retrained and CSE examinations, which exist teachers are also being asked to alter their major readjustment on the teachers' over and above the professional obligation to keep themselves up to date in their own field. On this point it is perhaps worth mentioning that further changes in some ways managed to negotiate a reduction in teaching hours to enable teachers to cope with the new Technical Education Council and Business Education Council syllabuses.

Yet CLEA representatives had already begun meetings with DES officials to work out detailed proposals for operating the new system. Mr Norman St John-Stevens, Opposition education minister, said in May his party would be preparing its own proposals through one of its deputies, Dr Keith Hampson, MP, dismissed the grants as "useless bribes" when the scheme was announced.

Labour supporters are regarding the about face by the ACC as "a piece of political masterminding by Hampson", in the words of one of them. Without the support of local authorities the Government will be unable to offer a clear-cut set of educational promises in a possible autumn election campaign.

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Most important, perhaps, is the effect of the falling school rolls. Not only have many teachers have to change roles and even change schools, but within schools a decline in numbers will force re-arrangements and thus a new prospect of change. The risk of continued unchanged. The risk of continued unchanged. The risk of continued unchanged.

Shon Davies is a lecturer in Education and Larry Toale is a lecturer in Industrial Relations at Cardiff College of Technology, Writtle.

Labour programme meets a little local difficulty

by Bert Lodge

Vital support for two of Labour's major educational policies was unexpectedly pulled from under the Government last week by the Conservative-dominated local authorities.

Labour educationists are convinced that this was the result of pressure from Conservative Central Office, alert for any chance to embarrass the Government in the current pre-election run-up.

Only two weeks after their joint body, the Council of Local Education Authorities, had passed a resolution at its annual conference supporting the Oakes committee proposals for the reform of management in higher education, the Association of County Councils and the Association of Metropolitan Authorities, both Tory-controlled since June, referred back the scheme within 24 hours of each other.

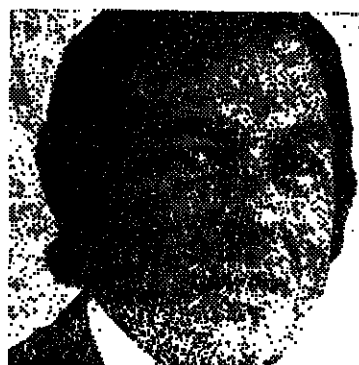
The ACC also voted to oppose the plan announced in May by Mrs Shirley Williams, the Education Secretary, to pay maintenance allowances to the over-16s to encourage them to stay on at school.

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Malcolm Thornton: victory turned into defeat.

Kent Councillor Alistair Lawton, vice-chairman of the ACC education committee and second of the resolution opposing the grant proposals, denied this week there was pressure from Conservative Party headquarters to deprive Mrs Williams of the political capital she stood to gain from introducing the measure.

"We were rather conscious that it was the ACC who had pointed out to Shirley Williams that by giving money so easily to the Manpower Services Commission for their job schemes, it amounted to tempting children to leave school to take the money. Then she came back with this scheme to pay a wage to children to stay at school."

"We were rather hoisted with our own petard so we didn't raise any objection to the scheme in the early stages. Now we have had time to look at it we are afraid of the consequences."

"For one thing we're not sure that Mrs Williams can hold down the numbers taking up the offer to the 50,000 to 60,000 she spoke of. The mover of the motion, the Honorable Mrs R. A. Wolpole, spoke for a fairly wide section of

opinion when she pointed out the whole question of adult support is under review. It wants looking at as a whole and until then we don't think there should be mandatory allowances."

"We're not opposing the scheme so much as saying 'Let's have a really deep look at this'. We do mean 'ruddered back' and not 'thrown out'."

Councillor Lawton agreed that only two weeks ago his own chairman of the Kent Education Committee, Councillor John Barnes, had welcomed the Oakes proposals in a speech at the CLEA conference, but said, "we may have gone further along with Oakes than prudence would suggest. The whole position is so hazy. Look at the current dispute between the IEA and the polytechnic directors. The ACC must have shown the necessary 'amber light'."

The education committee of the AMA has never been enthusiastic about the Oakes proposals for a national body to be 85 per cent responsible for the financing and managing the sector higher education. But the policy committee, inspired it is believed by AMA chairman Councillor Tug Taylor and by Councillor Malcolm Thornton, chairman of the education committee and an Oakes supporter managed to persuade the education committee decision made to support the proposals only to see this victory turned into defeat by the decision on July 27 of the full AMA council.

A start had already been made on implementing some of the less contentious recommendations of the Oakes committee. "We were hoping to get a draft letter out fairly soon advising local education authorities how to re-structure their regional advisory committees—a proposal which was most beneficial to several."

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opinion when she pointed out the whole question of adult support is under review. It wants looking at as a whole and until then we don't think there should be mandatory allowances."

British divided on dissident protest

by Peter David

HAVANA
The Eleventh World Youth Festival ends tomorrow amid an atmosphere of charge and counter-charge following the distribution of a leaflet by the British delegation condemning the recent dissident trials in the Soviet Union.

At a meeting in the middle of the week, Mr Valery Filipov, vice-president of the Soviet Committee of Youth Organizations, said the British action had been out of keeping with the traditions of the Youth Festival. He claimed the leaflet contained errors of fact and its content should have been discussed with the Soviet delegation before being issued.

Mr Trevor Phillips, president of the National Union of Students and delegation leader, in turn accused the Soviet youth leaders of "divisions within the English delegation."

"We made it clear to the Soviet delegation that they could not dictate the terms of discussion at the festival. Like every other delegation we made ourselves at liberty to raise any matter in its proper context."

The distribution of the British leaflet at the 20,000-strong youth festival meant that the Soviet delegation fulfilled its duty to raise the issue of human rights in the Soviet Union at the festival despite the traditionally prevalent position of the Russians to eschew festivals.

In May the federation of Conservative students refused to take part in the festival on the grounds that the Soviet propaganda would make serious criticisms of communist regimes impossible. In the event the only real problem turned out to be a large group within the British ranks opposed to overt criticisms of the Soviet trials.

The delegation finally voted by 64 votes to 60 in favour of issuing a much-amended leaflet inserting references to human rights infringements in Britain and the United States, and softening the line on the Soviet trials.



Fidel Castro holds high the torch of the Eleventh Youth Festival.

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School-industry links 'do more harm than good'

Some of the links between schools and industry which the Education Secretary is urging local authorities to consider may do more harm than good, says Mr Martin Lightfoot, director of the Schools Council in Surrey.

The Department of Education and Science formally released on Tuesday the text of the advice given to the authorities to consider setting up committees to further such links. Mr Lightfoot, whose project has been carrying out its own assessment of school and work relations, said: "It now seems likely that a large part of it is not doing much good. In a minority of cases it may be doing some harm."

"It is unfortunate that the circular did not indicate that there is some need for caution in adopting such measures."

DES responsible for 'an awful lot of little quangos' says Tory MP

Mr Philip Holland, the Conservative MP who this week published a book on quangos—popularly defined as non-government bodies to which ministers appoint members—found a proliferation of little satellite quangos within the orbit of the Department of Education and Science.

In his research for *The Quangos Explosion*, Mr Holland asked the Education Secretary what projects were being undertaken by four of her research councils. He suspected that the Medical Research, National Environment Research, Science Research and Social Science Research Councils might be duplicating each other's work.

He never learnt on what projects or how many the councils were engaged. In January, however, he received a long letter from Mrs Shirley Williams which gave him more ammunition for his thesis about the explosion of public bodies not accountable to Parliament and peopled by ministerial nominees.

By way of reassuring him that her research councils did not overlap Mrs Williams described a whole network of what Mr Holland saw as quangos, sub-quangos and sub-sub-quangos set up to avoid possible duplication.

In his book he writes: "In order that the DES research councils do not overlap one another, there exist the Advisory Board for the Research Councils with three specialized committees, two inter-council committees, an inter-council coordinating committee with four specialized sub-groups, and several joint council committees on specific issues concerning more than one council."

After receiving Mrs Williams's

letter, Mr Holland went about his researches with renewed vigour. "It was a clear indication that the quangos spawn an awful lot of little quangos. It really did open my eyes to what was going on under the surface."

He turned to the Metrication Board set up in 1969, the existence of which was only discovered after a Parliamentary question. Officially this has a chairman and 12 part-time members, but Mr Holland found, on looking through the annual reports, that it had set up eight steering committees with eight chairmen and 104 part-time members.

In his book, which he has written jointly with Mr Michael Fallon, a member of the Conservative Research Department, Mr Holland discusses various definitions of a quango. It is an acronym which originated from the United States and stood for "quasi-autonomous non-governmental organization." In Britain we apply it to national organizations whose governing bodies contain ministerial appointments.

Generally, the DES comes well out of the book. Mrs Williams only has 11 salaried, 127 part-time and 594 unpaid appointments to disburse at a total cost of £185,000. This is about a quarter of the patronage Mr Tony Benn has at his disposal.

The authors stop well short of saying that quangos should be abolished. They want them to be made directly accountable to Parliament.

The Quangos Explosion, Philip Holland, MP, and Michael Fallon, Conservative Political Centre, 70p.

Lucy Hodges

Have you a thinking family?

You may not yet be in a position to teach thinking skills directly to your pupils. But with your family you make your own decisions. The THINK-LINK pack designed by Edward de Bono provides a convenient gymnasium for thinking exercises.

The THINK-LINK cards have been used over a surprisingly wide range of ages (from 3 to 75 years) and abilities (from IQ76 to 140). This is because the same exercise can be set at several levels of difficulty. Thirty-six basic exercises or games are described in the pack. These may be modified by the user who will also find it easy to invent new games.

The THINK-LINK pack may also be used in schools. It is, however, very different in nature from the basic CoRT Thinking Lessons.

The JUNIOR COURSE IN THINKING is also designed as a family or school pack. The pack is concerned with design and problem solving—using drawing as the thinking medium.

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Linden Lodge: the sad legacy of secrecy

Letters to the Editor

Sir—It is very encouraging to read Anne Sofer's acknowledgment ("Confidential", but for good reasons", July 28) that the arguments for making reports like that by ILEA inspectors on Linden Lodge school for the blind available to the public should be considered. It is very powerful and based on openness and accountability and the public interest.

Let us hope that this marks the beginning of a concerted attempt by her and any sympathetic colleagues to get the school's confidentiality secrets to start to take seriously their role as leaders of a public authority.

I accept her point that if evidence is collected in confidence, then that confidence should be respected. But that simply involves respecting sources of information, not reports written on the basis of it. In fact, the sad background of the Linden Lodge affair (which will inevitably become public in the long run) contains a number of examples of the confidentiality of reports not being respected.

ILEA policy involves releasing such reports to staff and members of the authority: the decision to give copies of the Linden Lodge report to teachers at the school was announced after the Schools Sub-Committee on July 20 (and Mrs Sofer's letter to the *Times* on July 21). At least one member of the authority had not received a copy, as he wrote to ACE for one. And what about representatives of public local education authorities responsible for sending more than half the children to Linden Lodge?

Mr Sofer's suggestion that nobody would be frank if reports were not confidential fills me with despair: the "us" and "them" attitudes, the suspicion of conspiracy and cover-up and fear of reprisals—all these are positively encouraged by the secretive practices of ILEA. And in the case of Linden Lodge, many people closely connected with the school feel that this report is less than frank.

PETER NEWELL, Director, Advisory Centre for Education.

Sir—Mrs Anne Sofer says that an inspection report is confidential and only to be seen by the three groups concerned, the governors, the staff and the educational authority. Perhaps she should inform Mr Guy Brennan, the deputy chief inspector, that he has been told that the report should be confidential. The headmaster's letter, involving comments from the parents was dated March 13. My husband wrote to Mr Brennan on February 16 asking to know, among other things, if Dr Marie Roe, the staff inspector for Linden Lodge, was going to talk to parents. His answer was he doubted if she would seek out parents. He thought it would be more a question of parents seeking her if they were so motivated. Personally I wonder how many parents at that time even knew of her or her function.

One thing Mrs Sofer says, all parents who have chosen to give their views are being individually answered. That's nice to know, but when will it happen? It's too late for my husband and I as we have already withdrawn our 14-year-old son from the school. Mrs Sofer also

avoid blaming anyone. (I had to get my own copy from ACE). Had it done so then the criteria for confidentiality could indeed be different.

Mrs Sofer also says that all parents were invited to comment. I doubt this. I have been told that the school is "well run". The headmaster's letter, involving comments from the parents was dated March 13. My husband wrote to Mr Brennan on February 16 asking to know, among other things, if Dr Marie Roe, the staff inspector for Linden Lodge, was going to talk to parents. His answer was he doubted if she would seek out parents. He thought it would be more a question of parents seeking her if they were so motivated. Personally I wonder how many parents at that time even knew of her or her function.

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tells readers that all parents have been told of the main reasons for the report. I doubt this. I have been told that the school is "well run". The headmaster's letter, involving comments from the parents was dated March 13. My husband wrote to Mr Brennan on February 16 asking to know, among other things, if Dr Marie Roe, the staff inspector for Linden Lodge, was going to talk to parents. His answer was he doubted if she would seek out parents. He thought it would be more a question of parents seeking her if they were so motivated. Personally I wonder how many parents at that time even knew of her or her function.

More letters pages 12, 13



More British women go into higher education than in any EEC country except France.

Britain the big spender on HE

The first statistics of their kind allow interesting comparison of EEC trends in education. John Gretton reports

The United Kingdom spends less on education for every person aged between five and 24 than any other Common Market country, except Italy and Ireland.

Of the money we do spend, we devote less than anybody else to post-16 secondary schooling, but more than anybody except Italy and Belgium to secondary schooling up to 16.

These conclusions emerge from the first published comparisons of such indicators for the Common Market countries. Apart from education, the 490-page document brings together a mass of information, mostly dating from 1975, on population, employment, working life, standards of living, social security, health and housing.

In education, we come top of the league for the length of compulsory schooling, mainly because in no other countries do children start at the age of five. We also come second only to France in the number of women going into higher education: for every 100 female students we have slightly fewer than 140 men, compared with just over 120 in France.

But whereas the French have been getting slightly more male dominated over the past five years, we have been doing better. The worst country in this respect, surprisingly, is Holland, where there

are nearly 240 male students for every 100 women.

In terms of public expenditure, though, we do much less well. We spend 412.7 European units of account (i.e. dollars) on every person aged five to 24. Though this is nearly double what the Irish spend (214.8), it is considerably less than half what the Danes spend (930.0). In terms of the proportion of total public expenditure allocated to education, the differences are much less marked, varying from the Danes with 16.2 per cent, to the Germans with 10.4 per cent; we come in the middle with 12 per cent.

We spend more than anybody else on higher education (24.6 per cent of our education spending), but with 28.7 per cent, less than most on primary and pre-school education. France spends less than us (27.4 per cent) on primary and pre-school education, but most other countries devote at least 30 per cent; for Luxembourg, the figure is a massive 55.4 per cent.

Our population is increasing at a slower rate than anybody else (0.3 per cent a year) except Germany, where the population is actually shrinking at the rate of 5.6 per cent a year. Between now and 1990, however, our school population will drop by 1 per cent, while in Luxembourg it will drop by 22 per cent of total population.

Rank order	Compulsory schooling	Spending on \$ to 24-year-olds	Proportion of public expenditure on education	Ratio of male to female students in HE
UK	1	7	4	2
Germany	6	4	6	6
France	2	8	1	1
Italy	7	5	2	9
Holland	3	2	2	9
Belgium	7	3	3	4
Luxembourg	3	5	8	8
Ireland	3	5	7	7
Denmark	9	1	1	3

Figures don't add up, say some... Bert Lodge looks at reactions to the discussion paper on HE

Projections for 1990s challenged

Projections used in the Government discussion paper, *Higher Education in the 1990s*, are bound to be wrong, say three representatives of the Centre for Institutional Studies, North East London Polytechnic.

They criticize the Government for using projected trends as a substitute for policy, for assuming that higher education is for 18-year-olds, and for assuming that the proportion of them will be kept to go into higher education.

On the 14 questions to which the document invites answers, Mr John Pratt, Mr Tyrrell Burgess and Mr Tony Travers, co-directors, say that the distinction between higher education and the rest of post-school education, and making local authorities responsible for the new single sector.

previous experience show the projections are bound to be wrong but that the projections are substantially wrong.

For planning purposes, mature students are expected to fall as a proportion of total student numbers, yet the document's own data show this section of the student population is increasing. And the document's confident forecast of an increase in demand among 18-year-olds is dismissed as a policy objective rather than a serious projection.

It is likely that whatever model of higher education is adopted from the five offered in the discussion document, there will be a question of higher education. But it is a policy for expanding the numbers of part-time and mature students was adopted there would be no need for projections and consequent cut backs.

This leads the authors of the NELS centre's submission to favour model E which aims to draw more children from working class homes into higher education. And this can be helped by abolishing the distinction between higher education and the rest of post-school education, and making local authorities responsible for the new single sector.

Model E is also favoured by the governors and academic board of Manchester Polytechnic who claim they are making progress towards it. Last year, the proportion of

mature students at Manchester Polytechnic was 37.5 per cent compared with a national average of 19 per cent.

In their submission the governors say what is needed is not a discussion paper about numbers in higher education but about purpose. When one thinks about the growth in unemployment, should not some thought be given to a very different structure of education stretching from the age of 15 through to 25, in which periods in an institution would be interspersed with periods of "working"?

Another champion of model E is the Workers' Educational Association, although it also feels special consideration should be given to suggestion that two-year courses should be encouraged at the expense of the traditional three-year course. Two-year degree courses, as well as diploma courses, WEA recommends.

It also favours more part-time courses, paid educational leave and deferred entry on which the association comments: "We do not see special provision to be made for mature-aged students in a system of continuing education but rather as a positive advantage (even for those who are qualified with two A-levels) in securing the benefits of a greater experience of life and work before entry into higher education."

The Standing Conference of Principals and Directors of Colleges and Institutes of Higher Education questions whether it is appropriate for the DES document to deal solely with higher education in the normally accepted sense. "Many of the institutions in the standing conference have a substantial stake in the non-university field and are uniquely placed to make a flexible response to a changing need."

It points out that if the policy of bringing buildings to cope with the mid-1980s student bulge is adopted there could be competition between advanced and non-advanced institutions. Using space would be easier in some disciplines than others. "Historians and mathematicians may be able to sit closer together in a lecture room. Engineers and scientists can much less readily use workshop and laboratory space more effectively by crowding together."

The standing conference also questions the role of the Open University in coping with the problem of more students wanting higher education by 1988. "The wage rates from Open University courses may additionally reflect the difficulties of learning at a distance for some people with, possibly, a higher education aspirations and a face teaching situations are more appropriate."

The principals and directors have reservations about the much-favoured model E. "If Government is serious in its concern to increase

the proportion of young people from working class homes who go into higher education then attention must be paid to the 15-year-old point may be more effective."

Doubt about the assumptions of current patterns on higher education will continue on broadly existing lines as advanced by the Advisory Council for Adult and Continuing Education, which was set up by Mr Richard Rogers, Minister of Education.

It is quite possible, in a system which offers a wide range of opportunities, that the system might reach out to encourage the needs of students and to meet the needs of the community and to continue education.

Not improving access for mature students to higher education should not be met at the expense of other needs of adult education, and continuing education must be concerned with the needs of people as a whole and not be solely with a new "elite".

While offering support for mature students, the council emphasizes that the council's educational philosophy is based on educational philosophy rather than "the attainment of a particular demographic system."

Fire studies may break out

The Home Office want to encourage outbreaks of fire education in secondary schools. They are working with the Schools Council on a two-year project to find out how best this can be done and to develop the teaching materials needed to fuel it.

They hope teachers in Richmond, Surrey, Hampshire, Plymouth, Nor-

wich, Powys and Blackburn will develop teaching units for use in science, remedial and special schools, mathematics, English and economics courses.

The project aims to develop greater awareness of the danger of fire early in people's lives and achieve a lasting effect on public attitudes and habits.

The findings, says the committee,

confirm previous research that "vicious circle of apathy" emerges from schools with a training does not redress the lack of awareness.

There is then no incentive to develop that material can be "inappropriate and unbalanced" world themes. There is no demand for better materials, another generation of teachers emerges unprepared.

Professor Charles Elliot, of the Centre for Development Studies, University College, London, said that it was not only books that were at fault. "Even some recent books dated and wholly inappropriate to the problems they were trying to analyse."

The survey concludes that the "shards of the nation have" and "sympathetic to a world perspective and clinging to the past."

Third World are "confused by stereotype images, past conflict, racial and cultural prejudice, and knowledge and belief that overseas development is synonymous only with aid."

Mrs Hart said last week the world start talks with Mrs Shirley Williams, the Education Secretary, to how to make better material available to parents. It adds that there is an effective barrier from any source to increase efforts.

The problem is compounded by the shortage of appropriate materials and the "lack of teacher knowledge and experience in the subject."

The findings, says the committee,

Tories put big question mark against exam reform

by Bob Doe

The Conservative Party is not convinced that O level and CSE exams should be merged and if the merger is not decided by the time of the next election it will not be bound by any decision to do so made by the present Education Secretary, Mrs Shirley Williams.

Mr Norman St John-Stevas, the party's educational spokesman, said this week that in spite of the findings of the Government-appointed Waddell Committee, he had still not been convinced that a common system of examining the nation and less able was practically feasible.

He was not against the idea in theory, though there were elements in the Tory Party who would not have the merger at any price. He was against any increase in Mode 3 teacher assessment.

"We would want to be convinced that standards would not be lowered," he said. There would have to be some indication from employers, colleges and universities that the new exam was acceptable as well. "We wouldn't want the subjective, teacher-centred system implied in the Waddell report. We would want an objective system."

Dr Rhodes Boyson, the Tories' deputy education spokesman, added that they were very suspicious of the Tory Party who would not have the merger at any price. He was against any increase in Mode 3 teacher assessment.

The three schools may not stay open indefinitely, however. The future of at least one, Kirtling, a church-aided school with only 10 pupils, looks uncertain. Cambridgeshire has promised consultation if the situation has to be reviewed.

Other authorities—including Norfolk, Northampton, Croydon, Hampshire, Nottingham and Cambridgeshire—have expressed interest in a federal primary system and have had discussions with Cambridgeshire.

Hampshire, which is considering the possibility of starting a similar scheme in September 1979, is now faced with protests over its proposals to introduce middle schools in the Hurdley area.

Parents in Fawley say that new plans will deprive the village of its primary school and leave only a one-form entry first school in its place.

In Suffolk parish councils have expressed concern about the future of village schools. The county has 14 schools with fewer than 30 children on the rolls and more than 10 schools with fewer than 20.

DES circular on falling rolls issued in June last year urged I.E.A.s to "consider schools in groups". The primary school population was, it said, expected to fall from 5.2 million in 1974 to four million in 1985.

There will be no hard and fast rules about the movement of pupils

abolished for certain types of schools. These include infant schools in Bristol and Walsell, primary schools in Bessillon, and all schools in Oxford City and Great Yarmouth.

Surrey has also reintroduced it to their infant schools.

The society is particularly incensed by what it sees as the lax regulations to be applied to these punishments. It is further evidence that the corporal punishment is increasing rather than decreasing.

In effect, it says, there are only two rules: the head must write in the punishment book the names of the teachers delegated to inflict these punishments and corporal punishment must be witnessed by one other "consenting" teacher.

Beales Anglesley, which is now part of Gwynedd, local government reorganisation, says the society, has resulted in the reintroduction of corporal punishment into several other areas where it had been

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Mr John Silkin: cheered off by the "crazy and lazy".

Minister goes on warpath over free milk

Mr John Silkin, Minister of Agriculture, Fisheries and Food, this week stepped into the battle over the Government's plan to give free school milk to junior pupils.

He attacked opponents of the scheme as either "crazy or lazy".

He spoke out after the 21,000-strong National Association of Head Teachers urged members not to co-operate with the scheme, starting in September because of the "administrative burdens" it would impose.

Mr Silkin negotiated the EEC subsidy which is on offer to I.E.A.s to help meet the cost of giving free milk to seven to 11-year-olds.

Mr Silkin warned that if the E7m EEC money was not used for milk in Britain it would be used for milk elsewhere. It was "crazy" to argue that the money could be used for buildings and books because that was just not possible.

This week it looked as if the balance was about even, with 14 authorities deciding for the scheme and 16 against. But more figures are expected soon as authorities have only until September 1 to tell the DES if they are opting in next term.

Meanwhile in the West Country the milk lobby has been staging its own protest. Angry farmers, much to the delight of pupils, turned their livestock into pickets and took cows along to school gates in Bath and Gloucester. Avon and Gloucestershire have turned down the Government's offer.

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More get pass grades

More pupils from maintained schools had five or more "pass" grades in O-level or CSE last year than ever before, according to provisional figures announced by the Department of Education and Science this week.

A total of 20.4 per cent of 1977 leavers reached O-level grade C and above and CSE grade one (the equivalent of the old pass grades) for the first time since 1971 and 1972, when the raising of the school-leaving age brought the figure down sharply. Ten years ago it was 18.4 per cent.

If independent schools are taken into account, the percentage "passing" these exams has risen over the

More get pass grades

10 years from 22 to 25 with a total of 186,000 pupils leaving with five or more grades last year. Some 386,000 gained at least one higher grade. There was a proportionate increase in the numbers gaining higher grades in English and maths.

The improvement in the overall figures, says the DES, is mainly due to the increased percentage of girls passing. Girls were also responsible for maintaining the proportion of pupils going on to degree courses at the 1976 level of 20 per cent.

The provisional figures have been released in the first of a new series of statistical bulletins published by the DES to provide key educational statistics more quickly.

Better chance for unqualified

Students who do not have the right qualifications to go on to higher education are to be given special preparation courses in seven local authorities, it was announced in reply to a Parliamentary question this week.

The I.E.A.s chosen for the pilot projects are Avon, Bedfordshire, Birmingham, Haringey, the ILEA, Leicestershire and Manchester.

On the way out

Non-graduate teacher training courses are to be phased out entirely by the end of the academic year 1979-80, the Department of Education and Science announced in a written House of Commons reply on Wednesday.

Certain subjects—such as music, business studies, craft design and technology—which are short of teachers will continue as non-graduate training courses until 1983-4.

ENGLISH AS A FOREIGN LANGUAGE

From August 15-17 inclusive there will be an exhibition of books and materials for English Language Teaching at

The Caroline Skeel Library
Westfield College,
Kidderpore Avenue,
London, NW3

The exhibition is organized in conjunction with The English Language Summer School by the BBC English by Radio, International House, and The English Speaking Union.

EXHIBITION OPENING TIMES

Tuesday: 10.30-17.00
Wednesday: 10.30-17.00
Thursday: 10.30-17.00



School to work

some of the least-able of unemployed young people are unlikely to be accepted for the Manpower Services Commission's work experience schemes. Employers are

not obliged to give them any formal training or to arrange for them to get the further educational help they will almost certainly need. At worst, they may be re-

garded as temporary free labour. But it is possible for employers to provide work experience schemes designed to overcome these weaknesses—if they have the will

and the resources to do so. Mark Jackson looks at two schemes which are broad-

Giants extend a helping hand



The ICI petrochemical complex at Wilton, sprawling expansively across 2,000 acres of North Yorkshire moorland, looks as productive as a Paris suburb in August. The high technology of naphtha does not shake, rattle, or roar: it seethes quietly in twisted towers and tanks, sealed off from touch and watched over by instruments.

To the casual eye Wilton's alienness seems to proceed without human activity: only scattered parked cars suggest that there must be someone around, if only to cart away the £500m of plastics, fibres, raw materials and petrol syntho-

There are, indeed, 13,500 people working on the site, mostly in stores and offices. But even with an average annual output per worker of £40,000, this will probably be too many when technology becomes more advanced. The group's public statements have so far skirted the fact that its present UK workforce of 90,000 is perhaps a third more than it needs: sooner or later competition is going to force it to shed a lot of staff, however slowly and reluctantly.

ICI's top management is not simply sitting around worrying about the effect that will have on its labour relations and income: it has begun to spend a good deal of time and money on schemes to offset the social effects in advance.

Quietly, and without seeking the obvious publicity rewards, the company is doing what it can to help create jobs outside its own business in the areas where it has its big plants, and to train young people for them.

As far back as the 1973 recession, a long time before the Government coincided the growing youth employment problem, ICI began running its own work experience scheme and a series of short industrial courses for the young unemployed, much along the lines of those now being offered in the youth opportunities programme.

The company has since moved on to new ground, such as seconding executives to organizations which are trying to stimulate the setting up or expansion of small businesses. When the Manpower Services Commission started its first work experience programme in 1976, ICI was one of the few big manufacturing companies that showed any enthusiasm. It took several hundred

ICI's petrochemicals HQ has a well-staffed and equipped training department: other divisions also have trainers available on the site. The petrochemicals division participates in or sponsors various job creating ventures outside ICI.

The work experience scheme has an annual entry of 400 youngsters.

of the youngsters, and ran a carefully structured programme for them under the supervision of its own training staff. The line managers involved were so impressed that they persuaded the company to modify its own traditional entry qualifications, and eventually found jobs for many of the youngsters.

But ICI's trainers were aware of the limitations of what was being offered—and of the temptation to use the scheme as a substitute for normal recruitment. When the Cleveland and Durham area board for the Youth Opportunities Programme came into existence this spring, ICI's petrochemical division which manages the Wilton site was ready with a new concept of work experience which, says the board chairman, Dr Philip Reynolds, may become a model for schemes throughout the country.

ICI has contracted to take in batches of youngsters and to provide them with the standard six

ICI provides the administration, induction, assessment, and education, but sends most trainees out to other companies for work experience. Selection is through the local authority careers service. The variety of work experience on offer means that the scheme can cope with a wide ability range.

months' work experience. But unlike other companies, it is not providing all the work experience within its own organization, but is farming out most of the youngsters to other employers for much of the course. ICI's own part is to provide training and assessment for all the young people, as well as work experience in its own plant or offices for some of them; and to organize and administer the whole thing together with the Cleveland county careers service.

Unlike Littlewoods, ICI leaves the selection of youngsters for the scheme entirely to the careers service: and, whereas the Liverpool company takes in its recruits in two annual batches, so that there are enough at any one time to provide peer groups throughout its scattered network of stores and offices, ICI has a continuous flow.

The timetable for the Wilton scheme looks much like a production chart. It shows 16 youngsters coming in every fortnight, moving

through the same sequence of weeks: initial training includes life and social skills, spells of a fortnight in an office work, manufacturing, service industry, and further training weeks.

After 16 weeks, and a month of results, the youngsters are sent to a final training week, and then to a final work experience placement.

The local Littlewoods is the employers who are providing the work experience. They are the Co-op, W. H. Smith, and a number of clothing manufacturers. The district council also sends youngsters into its offices.

ICI has turned a small hall on the Wilton site into a training centre. Five of six trainees are sent to the Manpower Services Commission at a cost of £20,000 a year. ICI is quite more than that from its division training budget.

The first intakes of youngsters are now near the end of the programme, and already a few or so have left to take up jobs, despite the fact that few are unemployed in the area. The summer is at its height, and the scheme is nearly up to its peak of 200.



Tutors David Hardy and Lesley Sprott with girls on the ICI scheme.

John Cordrey is the first man to get a medal for work experience. He owes his OBE—in this year's Birthday Honours—indirectly to four heart attacks.

Mr Cordrey, now 53, was at the sharp end of the business—setting up and running new stores—when his illness struck six years ago. The board gave Mr Cordrey, originally a personnel man, an easier job in the training department.

Two years ago the group's board decided that, as a major employer of school leavers, most of them girls, it had to do something about the unemployment of young people. It appointed Mr Cordrey to a new post—research and development officer, personnel—and gave him virtually a free hand.

He rapidly became involved in a multiplicity of committees, groups, and working parties, national and local, on youth unemployment, training and school to work links, while, at the same time, developing new training methods within the company itself.

The first chance for Littlewoods to turn tail into action came, however, late in 1976, when the Manpower Services Commission launched its work experience programme as part of the unemployment crisis measures.

Response from Britain's biggest

The Littlewoods Organization has a long established group training department supervising induction and

in-service training carried out in the stores and units throughout the company's retail sector. The group training department runs a wide ranging programme of management courses and encourages employees to study at colleges and polytechnics, and is involved in developing sophisticated assessment techniques.

Its work experience scheme has an annual turnover of 1,000 youngsters. They spend up to six months attached to a store, unit, or headquarters, with one day a week of formal training in life and social skills, business practice, and any required remedial education. The company selects participants on non-educational criteria but excludes those considered insufficiently motivated to cope even when closely supervised.

Further education colleges and some young workers under the vocational preparation programme. Literary and numeracy are the main problems, and the company's trainers have learned how to interest the youngsters in "related" mathematics. The company's selection criteria are that they are doing, and the most noticeable effect of the experience is on the youngsters' self-confidence. The latest intake, who have been with the company for a month or so, still lack a visitor as quiet and conversational as expecting to be treated as children rather than adults.

Most of those who have already been through the scheme have progressed through the scheme with confidence—ready to volunteer information about their jobs, to answer why they failed to make much progress at school, and how they were getting on in the new work environment. They argue about a variety of issues.

Some of the youngsters who have graduated from the scheme are recruited apprenticeships with the company, others are studying for time for other qualifications. One lad said: "It's funny, but now I'm working, all I do is work. I'm not used to staying in bed."



Warning problems of cattle could be important to people.

Warning to cows: keep off the bracken

Part from a few small sections of the Japanese population, few people regard bracken as a palatable food, and to tell from an article in a recent issue of *Nature* by Professor E. H. Jarrett, of the Veterinary School, University of Glasgow, this may be just as well. That at least one of the reasonable conclusions that might be drawn from one of these startling detective stories that the epidemiologists are forever coming up with.

It is a question of the occurrence of cancer of the alimentary tract among upland hill cattle in Scotland and the north of England. In some of these parts—Argyllshire is the worst affected—farmers reckon to lose as many as one in twenty of their beef cattle from death by cancer, chiefly of the oesophagus but also of the base of the tongue and the rumen.

Professor Jarrett and his four colleagues at the Veterinary School were on the trail by the post-mortem examination of 80 cattle dead of cancer and, by their own account, they were first struck by the high frequency of multiple cancers in the alimentary canal of the cattle which had succumbed. Another of the clues that set them on their way was the sharp contrast between the incidence of cancer among lowland and upland cattle even when the distance between the farms concerned was only a few miles.

There appears to have followed a search among the country's herds and flocks in the course of which more than 7,000 beef carcasses were examined. Internal warts were common: they were found in 19 per cent of the carcasses, and nearly all of these carcasses were found to contain tumours. The physical distribution of warts and tumours throughout the alimentary tract of the cattle was much the same as that in the upland Scottish cattle, but the two groups differed sharply only in the extent to which the alimentary tract was involved.

In this respect, as in the difference between the incidence of fatal cancer, the upland and lowland cattle differ. What can be the explanation? There are two separate arguments. First, the difference between the occurrence of cancer in lowland and upland cattle, both in lowland and upland areas, suggests a causal connection between them. Indeed, the group at Glasgow has now isolated a virus from the warts which superficially resemble a well-known virus, papilloma virus. (Papilloma means "wart".) So it looks as if the warts are a pre-cancerous consequence of

a virus infection. The high incidence of cancer in the upland cattle remains to be explained. It sent the team from Glasgow tramping round the furrows of Western Scotland. The account of this part of the investigation in *Nature* is told so lucidly that it is impossible to tell how and where the penny dropped, but the result appears to be quite unequivocal. All the farms from which the cancerous cattle came were farms with rough upland grazing infested with bracken.

The surveys appear to show that infection with the virus (which is still finally to be identified) is a necessary but not sufficient condition for the production of cancer of the alimentary tract. Eating bracken ensures that the cancer will develop.

Science diary

by John Maddox

Precisely what the beef farmers of northern Britain will do about all this remains to be seen. Getting rid of bracken is not all that easy, as I know to my cost. (In the short run, you can take a scythe to it, but in the long run the only solution is lime and fertilizer.) In any case, the interest of this fascinating tale extends far beyond the strictly veterinary context in which it has arisen.

That warts can be caused by viruses is by no means novel. It is now nearly half a century since the American Richard Shope found the papilloma virus named after him, which infects small mammals but rabbits in particular. But plainly a wart is a patch of tissue in which the cells have escaped from the normal restraints on growth, so that it was no great surprise that some of Shope's papillomas became malignant. (This does not mean that warts on the human skin are pre-cancerous conditions—there is no evidence at all to justify such fears.) Presumably the same happens in the alimentary tract of the upland cattle. The part played by the bracken virus in this process, however, remains a great deal of circumstantial evidence to suggest that

eating bracken is good for nobody, people and cattle included. Farmers know well that if cattle eat bracken to excess they will die with an acute disease which turns out to resemble radiation sickness, suggesting the bracken contains a substance called radionimetic.

But it is also known that it is possible to induce cancer in laboratory animals (rats, mice, etc.) and more curious still, that rats and mice given milk from cattle fed on bracken themselves develop cancer. It is not often that a single set of observations of such an anecdotal kind raises so many perplexing issues. The simplest of these is that of what it can be about farms that can mimic the effects of radiation sickness. On the face of things, it is simply a chemical of some kind, which suggests that the still obscure syndrome of radiation sickness may be much simpler than has previously been supposed. Is there a group of cells somewhere in the body that triggers off this chain of damaging reactions when it is affected either by too much radiation or by the still unknown factor in farm milk?

Second, it looks as if the presence of this or some other material in bracken makes the alimentary tract of the cow more susceptible to the wart virus. Only this can account for the much greater numbers of warts found in the alimentary tract of cattle feeding on bracken. But it also appears that once the virus has produced a wart the chance that this will go on to produce a cancer in cattle is more or less constant.

Professor Jarrett and his colleagues give a possible explanation. Maybe, they say, cattle eating lots of bracken are more susceptible to virus infections of all kinds, just as people suffering from radiation sickness are similarly susceptible to infection.

Third, and perhaps of most immediate importance, the interaction between the papilloma virus and the unknown carcinogen in bracken has all the hallmarks of what may yet become a classical system for understanding the environmental influences on the causation of cancer.

In the fascinating studies that have been made in the past 15 years of the occurrence of different kinds of human cancer in different parts of the world, it has become abundantly clear that both genetic and environmental influences have a bearing on the actual causation of cancer.

So far, there is no reason to suppose that infectious human cancer viruses exist, but it is possible that the susceptibility to cancer may be hidden away in the human chromosomes as a piece of DNA that gets transmitted from one generation to the next, tucked away as a kind of latent virus. So the northern British cattle may in the long run throw light on the human disease.

There remains one intriguing possibility that Professor Jarrett and his colleagues do not mention, prompted by the question of how the papilloma virus is transmitted from one cow to another. Perhaps it is just like most common viruses, transmitted by contact, coughing or something like that, or perhaps it is transmitted genetically. But there is also a possibility—a shot in the dark to say the best of it—that it is transmitted in what cattle eat.

Since cattle are herbivores, that is of course an outlandish prospect. How could a plant harbour a virus that affects animals?

Apparently there is a valley in Kenya called Ngarapoli where cattle are unusually susceptible to cancer of the rumen (and can contract the disease within a year even if they have been brought into the valley from elsewhere). Is the cause something in what they are eating? If I were one of Professor Jarrett's colleagues, I would be on my way to Kenya. Indeed, perhaps one of them is there already.

Happier forecast on poly numbers

by Bert Lodge

An optimistic contrast to recent gloomy predictions of a fall-off in demand for higher education has come from the National Association of Teachers in Further and Higher Education.

In a 35-page policy statement on higher education the association acknowledges that demographic trends could be interpreted to mean fewer numbers in polytechnics and universities by the mid-1990s but claims that the current rate of growth is counterbalanced by already discernible changes in attitudes.

More women, more mature students including the retired are already enrolling in courses, says NATFHE points out. The demand for skilled workers is increasing and changes in educational provision for the 16 to 19 group together with increasing unemployment is likely to lead to a greater demand for continued education participation.

Scale changes for free meals

More children will qualify for free school meals in the autumn when the Income Support for assessing eligibility rises by about 5 per cent. If they are approved by Parliament, the new rates will take effect on November 13 with the new rates of supplementary benefit.

A family with one child at school will be entitled to free school meals if parental net income is below £40.15 (about £63 gross) compared with the present £38.

The ceiling for families with two children at school will rise from £44.15 to £46.75 (about £72 gross) and for families with three at school from £50.30 to £53.35 (about £80 gross).

The Department of Education has again asked local authorities to make sure parents know about the new limits. Many families do not realize the allowances that can be deducted from their wage figures before they arrive at the net figure below which they can claim.

larly from working class young people who continue to be grossly underrepresented in higher education institutions.

Minority ethnic groups are also under-represented but as discrimination is eroded and they are assimilated into society there could be expected to make greater demands for higher education. A growing awareness of the needs of the handicapped, with greater provision for them in the institutions, will also add to the demand.

These are the factors that should form the basis for the development of higher education policy rather than the demographic data which have been used as a rationale for cuts in planned public expenditure", says NATFHE.

It calls for open access to higher education, more clearly defined routes to it from schools and further education and a more equitable sharing out of resources among the sectors and institutions of higher education.

UCCA on how to save time

Two miles of paper a day leave the office of the Universities Central Council on Admissions (UCCA) during December. This represents the 10,000 copies of student application forms which the office distributes daily at this peak period of the year to 81 universities and colleges.

"Given such a simple matter as schools taking the trouble to send the application forms with page 1 folded on top instead of below saves the office hours of work", says a new booklet describing the work of UCCA.

When set up in 1961, it was the first attempt in the world to deal with mass applications for admission to all universities in one country.

The 20-page booklet, *This UCCA Business*, is being distributed free to schools and careers advisers. It is not available to the general public.



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Welsh radio protest

New proposals which will mean the end of London-based radio programmes for 1,120 schools in Wales represent "a breach of faith" by the BBC with many Welsh teachers, according to the National Union of Teachers.

Mr Hywel Vaughan, secretary of the union's Welsh Committee, has protested to the BBC Schools Broadcasting Council for Wales about a plan to extend the Radio Cymru Service on VHF to 130 pm each day.

Child care experiment

A new experiment in child care will be created elsewhere in England. Mr Andrew Scott, information officer of the National Children's Bureau, said the scheme was still in its early stages.

But it is envisaged that these people will work inter-departmentally as people responsible for the needs of children right across the board.

A back-up group of senior professionals in education, health, and social work will support and monitor the exercises.

COURSES

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The Times Educational Supplement's audited average weekly copy sale for the first six months of 1978 compared with last year is:

	Jan-June
1977	134,155
1978	137,546

* Audit Bureau of Circulations

TES SPECIAL INSETS FOR SEPTEMBER 1978

THE TIMES EDUCATIONAL SUPPLEMENT WILL PUBLISH 5 SPECIAL INSETS IN SEPTEMBER

The dates and subjects are as follows:

SEPTEMBER 1	TRAVEL
SEPTEMBER 8	CHILDREN'S THEATRE AND EDUCATIONAL DRAMA
SEPTEMBER 15	TRAVEL
SEPTEMBER 22	REMEDIAL AND SPECIAL EDUCATION
SEPTEMBER 29	SCIENCE

Sport

England strikes gold in Izmir

by Stanley Levenson

England's swimmers, gymnasts and table tennis players returned from the world scholastic games in Izmir, Turkey, with plenty of booty in the form of seven gold medals, 10 silver and two bronze.

The swimmers had the larger share, but the gymnastics and table tennis specialists might have done better but for the presence of the Chinese, whose power in table tennis is well known and whose skill in gymnastics is also formidable.

Mr John Atkinson, the gymnastics national coach, says the Chinese boys were good enough to beat most men's teams in Western Europe.

In the circumstances the English collection of gold, a share of the silver, and bronze medals in the table tennis mixed doubles was something for the team to enthuse over.

Sally Midgley Hanson School, Bradford, and Malcolm Green (Shrewsbury Technical College) the home countries schools champion, beat Jill Purslow (Abbey School, Reading) and Alain Vergnet (France) 21-8, 21-17 in the final.

That there was no Chinese obstacle in their path was due to the bronze medallists Andrew Bellingham (Moseley Park School, Wolverhampton) and Mandy Reeves (Langley Grammar School, Slough) who defeated them in the quarter-finals.

Miss Midgley gained a medal in every event—silver in the team competition, bronze in the singles and bronze in the girls' doubles partnered by Indonesia's Memeyeti.

Gymnastics: Denise Jones (Stretford

Swimmer Lynn Holland, (Grange Comprehensive School, Ellesmere Port, Cheshire), and gymnast Denise Jones, (Stretford Grammar School, Manchester) were two others to bring home a haul of medals.

Miss Jones, who won the 1977 Dolly Mirror Museum scholarship, was in the gold medal squad for the girls' team event, won a silver in the overall individual competition, on the asymmetrical bars and the vault, and a bronze on the beam.

Miss Holland was the only double gold medallist in the England team, 400 metres freestyle and medley relay, in which she added a silver in the 100 metres freestyle and the freestyle relay.

The other golden successes were achieved by Mandy Wheel (Broadgate School, Nottingham), setting a scholastic games record of 2min 45.5sec in the 200 metres breaststroke; Sheryl Broadbent (Thornes House School, Wakefield) with 2min 28.1sec in the medley, also a games record, and Ian Collins (Millfield) in the backstroke.

Gold—Swimming: Lynn Holland (Grange Comprehensive School, Ellesmere Port), 400 metres freestyle; Mandy Wheel (Broadgate School, Nottingham), 200 metres breaststroke; Sheryl Broadbent (Thornes House School, Wakefield), medley; Ian Collins (Millfield), backstroke; Lynn Holland, Katy Archer (Godolphin and Latymer School, London), Lucy Hilder (Vordean School Brighton) and Lesley Taylor (Sussex), medley relay.

Gymnastics: Denise Jones (Stretford

Grammar School); Gillian Hildes (Kecgrave High School, Peterborough); Christine Gibson (Sheffield, England); and Christine Gibson (Sheffield, England).

Table Tennis: Sally Midgley Hanson School, Bradford; and Malcolm Green (Shrewsbury Technical College), mixed doubles.

Silver—Swimming: Lynn Holland (Grange Comprehensive School, Ellesmere Port), 400 metres freestyle; Mandy Wheel (Broadgate School, Nottingham), 200 metres breaststroke; Sheryl Broadbent (Thornes House School, Wakefield), medley; Ian Collins (Millfield), backstroke; Lynn Holland, Katy Archer (Godolphin and Latymer School, London), Lucy Hilder (Vordean School Brighton) and Lesley Taylor (Sussex), medley relay.

Table Tennis: Sally Midgley Hanson School, Bradford; and Malcolm Green (Shrewsbury Technical College), mixed doubles.

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Gymnastics: Denise Jones (Stretford

90 in ride a bike finals

The ride-a-bike campaign reaches its climax at Harrogate on Sunday at 11.30 when 90 children from all over the British Isles compete in the finals of the Viking competition.

There are three age groups: the 550 who reached the eight regional finals a month ago, Mr Alan Rushon, a spokesman for the sponsors, Viking Cycles, estimates that up to 40,000 boys and girls took part in the earlier stages leading to the regional competitions.

Elimination was done on the basis of 400 metre time trials. At Harrogate, where this schools competition will form part of the annual International Cycling Festival, there will be races at two age levels, one for the under-13s and another for those under-15.

The first three will get prizes presented by Jimmy Saville, fully equipped bikes going to the two winners.

This competition, starting in the century year of the bicycle, will continue in future years. Changes in the 1979 format are under consideration, says Mr Rushon. Next year there will be a category for girls only, this time the girls were mixed with the boys and although some reached the regional finals, they were generally outsped by the boys.

A novices-only category will also be instituted: the beginners were obviously outclassed early on which is a discouragement in a campaign to get as many young people into a bike saddle as possible.



Banned: A glum Theresa Bennett after the Court of Appeal ruling that the 12-year-old schoolgirl cannot play for the 'Newcastle' boys' football team. The law was 'an ass and a idiot', said Lord Denning, Master of the Rolls, if it is to make girls into boys so that they could play in all-boys' games. That would be carrying the sex discrimination far too far.

Football clubs to open gates to young

Eighteen Football League clubs are to open their gates to youngsters in the community, the hinges of the grants totalling £850,000 from the Sports Council.

It is the first time such a move has been initiated in Britain, where clubs stand isolated in Victorian concrete and steel enclaves, a sharp contrast to the Continent where football clubs are the centre of much community activity.

Mr Dickie Jeebs, chairman of the Sports Council, announcing the details last week, said: "This must be good for people living in towns and cities which are short of sports facilities: it's good for the clubs and may help to combat social isolation by giving supporters a link with clubs outside match days."

Approaches to the League clubs

began in May when the Government gave the Sports Council an extra £10m to develop community sports facilities at selected grounds, with a further £250,000 to be spent mainly on schemes in socially deprived inner-city areas.

The projects range from the ambitious Aston Villa plan for a sports centre as part of a shopping complex, to the appointment of what the council calls motivators at a number of clubs. Villa's scheme gets £150,000 from the council. A motivator is assessed at £5,000.

Other schemes include a sports hall at Middlesbrough; another at Chelsea; five-side practice area at Leicester.

All the schemes will cost about £2m which means that the differ-

ence will be made up by the clubs, local authorities and other bodies. There is a compressed time scale as the Sports Council's grant must be spent by March 31 next year.

It also implies that the clubs are to be made more open to the public, and that the professional football industry is to be less exclusive.

Forty-six other football clubs have shown an interest of a total of £92.

The participating clubs are: Arsenal, Brighton, Cardiff, Chelsea, Coventry, Derby, Everton, Ipswich, Leeds, Leicester, Liverpool, Manchester City, Manchester United, Newcastle, Nottingham Forest, Queens Park Rangers, Reading, Southampton, Sheffield Wednesday, Tottenham Hotspur, and West Bromwich.

West Germany

This computer shows signs of doing well in class

by David Dungworth

At the end of term, children at more than 60 schools took home a report written not by their teacher but by a computer.

The use of electronic data processing by West German teachers is part of a minor revolution which has been taking place in the writing of school reports.

Traditionally, the method of indicating a pupil's performance throughout his school career has been a mark for each subject on the scales ranging from 1 (very good) to 6 (poor). The average of these marks in the Abitur examination is all the main factor in determining which students are admitted to university departments in which there is competition for places.

In the first two years of primary school in Hamburg and North Rhine-Westphalia the 1 to 6 grades have been replaced by short descriptive phrases of the type normally used in British school reports. Experience has shown, however, that many teachers prefer the former system and tend to write only very brief and highly repetitive comments.

Computer reports allow for a wide range of comments. In the subject of handwriting, for example, a child's work may be described as flowing/neat/quick/properly spaced / legible / cramped / distorted/certain letters misshapen/not

joined together/hesitant/halting. To indicate a pupil's participation in class the computer offers the positive alternatives: sustained/lively/active/shows interest/constructive/throughout/regular and a similar list of negative judgments. The teacher's signature no longer appears on the report.

Although computerized reports contain four times as much information as hand-written ones, there have been many complaints from parents who say that they are impersonal, and resemble a check list for discovering faults in a car or an electrical appliance.

They are popular with teachers because they take far less time to prepare than hand-written reports. With a little practice, a computer report can be completed in a minute, and those of the whole primary school class take only about half an hour.

The use of computers in West German schools is growing because they also offer other advantages. They send lists of pupils who travel by public transport to local bus companies, they inform the school health authorities of the dates for inoculations and they print out programmes for inter-school sports functions, all without causing extra work for teachers.

France

Anger over plan to move university out to suburb

from Our Correspondent

PARIS A proposal to move the controversial University of Paris VIII Vincennes out to a north Paris suburb has caused a major controversy involving academics, politicians and government officials.

The plan to move Vincennes University out to Paris Vincennes premises in St Denis was announced by Higher Education Minister Mme Alice Saunier-Seïte without, it is claimed, proper consultation with the people involved.

In a joint statement the president of Vincennes, M. Pierre Merlin, and the president of Paris XIII, M. Marcel Jozefowicz, deplored the "unrealistic" of a proposal to transfer a university of 32,000 students to premises designed for 900."

The town council of St Denis has demanded that the transfer, scheduled for this autumn, be cancelled.

M. Georges Valbon, president of the council, spoke of a "new manifestation of authoritarianism" on the part of the Minister.

The ministerial decision—communicated to the press before M. Merlin was informed of it—regarded by Vincennes teachers as the culmination of government efforts to strangle the university.

Vincennes has often been the target of right-wing criticism for its policy of accepting both baccalaureate-holding students and workers without baccalaureate qualifications. The workers, who constitute two-thirds of the student population in Vincennes, must have been related employment for three years and must sit an entrance examination.

Vincennes was founded in 1968 on land belonging to the municipality of Paris. In 1976 the university was moved by Paris council that reduced its 10-year lease could not be renewed as the council intended to use the land for a park again.

In February, Mme Saunier-Seïte proposed transferring Vincennes to Marne la Vallée, east of Paris. M. Merlin opposed the idea saying it would be "dismantling" of the university.

The council of Paris XIII university has demanded that a solution found which "preserves the poten-



Mme. Saunier-Seïte: 'surprised'

the university. He unsuccessfully proposed two alternative sites in Paris.

The latest plans are to free 13,000 square metres of premises in St Denis by transferring the IUT (Institut Universitaire de Technologie) which uses them to central Paris. The ministry plans to enlarge the premises—designed to accommodate 30,000 students—26,000 square metres at a cost of 30m francs by summer 1979. Vincennes' present facilities cover 38,000 square metres.

Both the mayor of St Denis, Marcelin Berthelot, and M. Merlin consider that the facilities in St Denis will be inadequate even if the plans to enlarge them go ahead. "There is no land available unless building is done on the pavements", said M. Berthelot.

Mme Saunier-Seïte's response to the hostility of M. Merlin, M. Berthelot and M. Jozefowicz has been "surprise".

"All the councils of large and medium-sized towns demand higher education for their populations. By refusing the transfer of Paris VIII (Vincennes) St Denis appears to be a surprising exception", she said.

The council of Paris XIII university has demanded that a solution found which "preserves the poten-



M. Chirac: 'not consulted'

tial and originality of the Vincennes University without harming the public service given by Paris XIII University."

M. Georges Sarre, president of the Socialist group of the Council of Paris said Mme Saunier-Seïte's project was "a provocation and a threat" and that Paris VIII could and should be transferred to central Paris.

Both the National Union of Higher Education and UNEF the communist-sympathising students union have denounced the absence of ministerial consultation and have stated their opposition to the "dismantling" of Vincennes.

The council of Vincennes University is now demanding that a committee of three government representatives, three university secretaries, three local government officers and three trades union representatives be set up to discuss the possibility of moving Paris VIII to central Paris.

According to a spokesman for Vincennes, Mme Saunier-Seïte has not asked Jacques Chirac, Gaullist Mayor of Paris about the possibility of using sites in the city. The staff of Vincennes considers unconvincing reasons given by the Minister for not using the sites. They are enrolling students for 1978 as usual.

Holland

Training courses planned

from John Richardson

THE HAGUE Educationists have been called upon to plan a series of projects aimed at giving training in practical skills to over 100,000 16 to 18 year olds for whom there is at the moment no appropriate post-16 full-time educational provision.

The project must be operational by the beginning of August, 1979, according to a discussion paper which has been presented to Parliament by the Education and Science Secretary Dr K. de Jong and Minister for Social Affairs, Dr W. Albeda.

The projects must give a two-year preparation for skilled trades, with particular emphasis on preparation in industry where, despite the Dutch unemployment rate of nearly 5 per cent, there is a great shortage of some forms of skilled labour.

In addition, general one-year orientation to industry courses are to be planned for those young people who have not yet decided upon a particular career path, for those who need remedial education and others who feel the need to try the courses first.

The two-year courses also include general and some social education. Eighteen hours a week must be allocated to the professional training, eight hours to the general and social education, and four hours over which each individual school may decide freely.

A final examination will lead to the award of a diploma, which will certify the young person for either full-time work or an advanced apprenticeship with part-time schooling.

The target for the projects is the young people who cannot continue their education because their examination grades are too low, and yet who are not yet old enough to enter the labour market.

This is at the moment creating a dangerous rift between the worlds of school and work, and is a contributing factor to the high youth unemployment, and the need for many Dutch industries such as the building trade, heavy and light engineering, to look for skilled tradesmen in low-wage foreign countries such as Turkey, Spain and Britain.

No new schools will be set up. The new courses must form part of the existing middle-level technical schools and training centres for young workers. Project proposals must be sent to the ministry before December 1 and decision on the successful project centres will be made before March 1, 1979.

The Federation of Dutch Trade Unions is not impressed by the proposals. It feels that more should have been done to improve the existing middle-level technical and vocational schools with seven to 12 to 16-year-olds where half of the pupils do not qualify for their diplomas and leave to form a major unemployed. The unions argue, further, that the basic problems of youth unemployment, such as the need for a more vocational approach to learning, is simply created more jobs.

News in Brief

Brezhnev's lessons for teachers

Russian teachers attending conferences this summer will be given special instructions about the handling of new textbooks, political education in schools and the assessment of curriculum changes made in the past two years.

Apart from ministry documents, copies of which have gone to all delegates, stress will be on two books written by the Soviet leader, Leonid Brezhnev, *Little Earth and Renaissance*. What Mr Brezhnev has been saying recently about the need for better education will also be reiterated at the conferences.

More changes are heralded in Soviet textbooks—which are to be issued free of charge to all students next year—the most significant of which are said to be in social science lessons for 17-year-olds and principles of Soviet law for 15-year-olds. Other important textbook changes include those covering history, physics, algebra, physiology and hygiene.

Gospel according to the Ministry

The Danish Ministry of Education has ruled that the Lord's Prayer does not constitute preaching when said in conjunction with morning assembly in state schools.

The ruling followed a prolonged dispute between supporters and opponents of school prayers which forced the ministry to intervene. It was based on recommendations obtained from the Ministry for Church Affairs and from the faculties of theology at Copenhagen and Aarhus Universities.

The official view is that since the prayer should not be regarded as preaching, it in no way offends existing legislation that bans schools from preaching religion to children, rather than giving information or instruction. The ministry specified that any child can be released from morning prayers at the request of parents or guardians.

Opponents of the prayer proposed that political views and ideologies should be allowed equal treatment in schools and that to permit the Judeo-Christian ideology, special status was contrary to the basic aim of Danish education—to provide information, not faith.

Books reprinted in newspapers

Sri Lanka's Ministry of Education has announced that it will publish extracts of set school textbooks in national newspapers and also make available copies at reasonable prices.

This follows complaints from parents that textbooks are beyond the reach of poor students, and that, in some cases prescribed school books are not available.

The state has a monopoly of the production of school books but even so many students have not been able to afford them.

Last year's devaluation of the rupee has put up the price of imported, mostly English, books for use at university and professional level so that they are beyond the means of all but a few students.

Plan will help only 50%

A pilot programme for basic education to be initiated in 400 rural communities in September as part of Mexico's National Education Plan.

But the Ministry of Education has admitted that, at best, it will be able to meet only 50 per cent of the demand for education in rural areas because of the shortage of teachers and facilities.

Fernando Trépo Carillo, the Director of Primary Education in Mexican States, who is in charge of co-ordinating the rural education project, said that it is hoped the project will eventually extend to more than 81,000 communities where children have no access to education.

LETTERS

When the rules are down . . .

Sir.—Congratulations on your leading article about the proposed N and F examinations. ("Questions only Mrs Williams can answer" July 14). If we are to attempt a revision of the sixth form syllabus, it is no use inventing new examinations and then declaring (as does the Schools Council's Working Paper 60) that "the responsibility for providing a broadened curriculum for students should rest with the schools and colleges." As both you and your correspondent, Mr Booth, suggest, it will be necessary to have "rules to ensure that students take a spread of subject".

What would happen without such rules is shown in the Schools Council's Working Paper 38 which gives statistics from "trial runs" in 19 different schools. Table 111.10

Economics	+59.0	periods a week
Art	+53.0	" "
Sociology	+47.0	" "
Geography	+37.0	" "
Religious	+31.5	" "
Knowledge	+26.5	" "
Home Economics	+10.0	" "
Music	+5.0	" "
Technical	+5.0	" "
Drawing	+5.0	" "
History	-1.5	" "

shows "changes in the number of teaching periods for examined subjects at all levels in each of the 19 schools." If we add up the totals for each subject for all 19 schools together, we can see at a glance which subjects will require more teaching periods, and consequently more staff, and which fewer. According to my arithmetic the totals are as follows:

French	-3.0	" "
Mathematics	-20.0	" "
Physics	-31.5	" "
Chemistry	-49.75	" "
Religious	-55.0	" "

I am in favour of broadening education, but it seems to me that real breadth is acquired only if it involves a broad spread of basic subjects. Languages and mathematics are basic in that they provide the groundwork from which to advance to other subjects.

But if we have no regulations about the grading of subjects they will give way before economics, art and sociology. Does anyone really want that?

R. H. C. DAVIS,
Professor of Medieval History,
Birmingham University.

What consensus on N and F?

Sir.—To judge by the discussion so far, it is unlikely that any firm consensus is going to emerge behind the N and F proposals ("Questions only Mrs Williams can answer", July 14).

The story is told by Pembroke College Oxford that on some occasion in the distant past, the voting in the senior common room on some issue was: For—11 fellows; against—the master. The latter is supposed to have risen and said: "Gentlemen, we have reached a position in which only one can win."

It seems to me that only in a similar spirit can you justify your comment about a consensus. There have recently been two major gatherings in this area at which teachers and advisers from a wide area of the north met to listen to the scheme's advocates—one for English, one for maths.

Both of these were occasions of real embarrassment, at which the platform speakers (who were conspicuously ill-briefed and wholly out of touch with the feelings of their colleagues) were positively howled down on every aspect of the N and F proposals; there was not a voice

raised in sympathy, still less in support.

We have all, however, received the firm impression that the platform group have not the least intention of having their minds changed. Their notion of the meetings was not in the least consultative; and, indeed, one of them was rash enough to say, "Wherever all of you may want, this is what is going to happen". The same approach was even more splendidly illustrated when a much smaller group of subject teachers locally asked if they might meet with the Schools Council N and F advocates; and were rather nervously told that the speakers would return only if they were guaranteed that everyone would agree with them.

I do not for a moment believe Mrs Williams is going to be allowed to hear the truth from her close advisers in the DES—namely that the overwhelming majority of teachers, from schools of all types, see the proposals as unmitigated disaster which can only devolve the work done in sixth forms. By saying what you do about "no firm consensus", you only conspire to prevent the truth being told. Ask anyone (apart from the platform group) who attended the two Leeds conferences; if that was not a firm consensus, then words have no meaning—any more than they did for the legendary Master of Pembroke.

B. R. MANTHORP,
Moor Bank,
Fencliffe Drive,
Udley,
Kelghley,
York.

Will the MSC take the proffered carrot?

Sir.—Colin Ball feels that the needs and interests of young people may not be given priority under the new Youth Opportunities Programme. His fears are echoed by many of us who are currently dealing with Manpower Services Commission personnel over the implementation of specific projects. We detect a sense of urgency in implementing the programme, which would be commendable were it not for the uncertainty exhibited by many of the

individuals concerned over the precise purpose of the programme. Colin Ball does a service to all who are in this position by clearly placing the emphasis on the needs of young people. Manpower Services Commission's experience with the Job Creation Programme has produced inhibitions which have led to the present fear of unsuitable sponsors acquiring funds for the wrong purposes. We can understand their reluctance to prevent this happening under the new pro-

gramme, but we believe that if sensitivity and imagination are to be the hallmarks of the new programme, then a more sensitive method of working must be evolved by the MSC itself. Sponsors are perfectly willing to adapt to the carrot referred to by Colin Ball. Is the MSC?

GEORGE EUSTANCE,
Opportunity Merseyside,
Inche Temple,
Temple Road,
Liverpool L2 5RS.

Blind school: an inquiry is needed

Sir.—Mr Peter Newell, director of ACE, writes in your issue of July 21 ("Report shall not be a closed book" July 14) regarding the deplorable decision of the ILEA who have refused to let parents of children at Linden Lodge School for the Blind, Wimbledon, have copies of a recent report by the ILEA inspectorate on the school.

What is even more disturbing is a recent letter from the parents of children at Linden Lodge School from Mr W. Brennan, the ILEA assistant education officer for special education. The staff inspector's report mentions:

"some confusion of roles and responsibilities" between teaching and care staff;
"deep divisions of loyalty" in the teaching staff;
"divided views on the quality and nature of the leadership of the school";
"some staff meetings" degenerating into slanging matches;
"differences within the leadership between the head and the deputy head";
"relationships between the head

and deputy have been strained and communications between them had left much to be desired";
"numerous instances . . . of the failure of . . . arrangements to ensure that teachers were at all times in possession of such information as they needed";
"some class timetables seem overloaded with certain subjects and sadly lacking in others";
"frequent criticisms from members of staff in the absence of adequate syllabuses or schemes of work in some subject areas";
"much (braille) material can be regarded as out of date";
"staff complained that there were insufficient braille in good repair to cover the needs of pupils and staff";
"In the light of these and other comments in the report it seems extraordinary that Mr Brennan should write a letter to parents of children at Linden Lodge assuring them that the school is a happy and well-run place for the education of the pupils";
"The phrase 'well-run' does not

appear anywhere in the report. The report lists 36 recommendations for improvement in the education and administration of the school. Mr Brennan's letter omits only 10 of these recommendations and omits two of the most important:

1. That a full inspection of the school should be held in the near term of 1979.
2. That there should be close administrative contact between the school and special education in County Hall.

Both our children were pupils at Linden Lodge and my wife's letter of resignation as parent governor in November, 1977, was a factor in the inspection of the school. Following the inspection to parents' and teachers' letters to the Secretary of State for Education asking her to take action into her own hands and, as a matter of urgency, to institute a full inquiry into the school and the circumstances surrounding the resignation of the staff inspector.

D. V. CARTER,
Walsley,
20 Goshill Lane,
Potterne,
Wiltshire.

Tests of scale and balance

Sir.—Robert Wood in his letter (July 14) has clearly understood the scale of the APU mathematics monitoring exercise. In the recent primary survey 12,000 pupils were tested using 26 test papers: thus 460 pupils attempted each paper. All test papers were different, though each group of questions appeared in two papers. In all there were 920 responses to each item.

Quite irrespective of Rasch analysis using classical scaling, where 920 responses is generous, and difficulty levels, etc. and haps got on to the more interesting questions of curriculum, D. J. MAXWELL,
Member,
Mathematics Steering Group,
APU.

Look at the person, not the title

Sir.—It is regrettable that your correspondent should have chosen to interpret the resolution at the NACCT Conference calling on ILEA to appoint advisers for career education in the way that he did. ("Concise and battle with careers officers over in-service training", July 14.)

It is quite natural that careers teachers should want their own advisers in the same way as have teachers of maths, English, history, etc. This is particularly so when so many "people" in government and the DES are openly stating the importance of careers teachers and the preparation of young people for the world of work through careers education programmes.

My interpretation of the resolution is that it is the association's positive attempt at getting something done in the wake of the successive vague promises "to enhance the status of careers teachers" (Green Paper); "to increase the quantity of in-service training for careers teachers" (Mrs Williams); "to improve careers education" etc.

Whilst careers teachers may feel frustrated at having in-service training organized by careers officers, it is perhaps worth noting that in

many areas there would be service training if it were organized by careers officers, and the other important work they do. It must also be some many CEO's expect careers advisers to organize the training for teachers. The fact that some careers officers feel responsible for "advising" teachers is an upsurge in their responsibilities whether they are or not. It is not surprising that many careers officers feel frustrated at having to organize service training for careers teachers whilst being paid on local authority scales when those organizing in-service training for mathematics, science, history teachers, etc. are being paid on Salway at an average of £2,500 pa more.

However, the real answer to this must surely lie with the appointment of a person with necessary experience and training to undertake the job. We are taking job titles into account in all of this responsibility lie with the ILEA's to whom the resolution was directed.

DAVID R. CLEATON,
Assistant Principal Careers Officer,
Wiltshire County Council.

A cheer for professional autonomy

Sir.—Hurrah, the NACCT has at last realized that it is not only unsatisfactory but also inappropriate for one group of professionals (careers officers) to attempt to teach another (careers teachers) their business.

It is a pity, however that some

careers teachers do not appear to realize that it is equally true of their relationship with careers officers.

ANN M. LOUDON,
Principal Careers Officer,
Stratford Careers Office,
64 West Ham Lane,
London E15 4PL.

International understanding

Sir.—In his account ("DES grant for worldwide teaching link, July 21) of our meeting at the House of Commons on July 17, your reporter limited to mention that one of the main purposes was the setting up of working parties to evaluate what is already being done in the field of education for international understanding. Identify gaps, and indicate priorities for future action. We should be pleased to hear

from any of your readers who are interested in joining one or more of the three Working Parties, i.e. primary education, secondary education and teacher training.

MARGARET QUASS,
Director,
Council for Education in Wales,
43 Russell Square,
London WC1B 5DA.

Bilingualism: the Yugoslav dimension

Sir.—With reference to the letter (July 21), the question of where socialists should stand in the debates on bilingual education in Wales is an important one. The case for offering bilingual education in the designated "bilingual" school and what E. M. Roberts calls "bilingual education within unitary organizations". Whereas this second option is a theory allows for several models, in practice the only schools which we have to compare with designated bilingual schools are language-streamed schools. Some three years ago I visited a number of schools of both types, speaking to teachers, headmasters and children. The following were some of my conclusions and I suggest that socialists should ask where they stand on each count.

(1) Language-streamed schools are managed to offer a full teaching programme throughout the school in both languages. To superimpose teaching through Welsh and English on the O level/CSE stream requires an unwieldy staffing level in all but the largest schools. What usually happens is that core subjects are cut, to the detriment of some children. There are schools where a subject is offered through Welsh for two or three years only, the child then being required to change his/her medium of instruction. Occasionally in sixth forms, within a small school a lone English speaker wanting to do religious

education, for instance, may find that the school timetable cannot manage to teach this subject in English as well as Welsh. These difficulties cannot arise in designated bilingual schools where certain subjects are taught to all children in English.

(2) Language-streaming can affect the range of subjects offered. There is a direct conflict between offering a subject in English and Welsh, and offering a new subject. In this sense the language-streamed school finds it harder to be "comprehensive" in the range of subjects offered than the bilingual school.

(3) What happens in a language-streamed school when the designated subject cannot be made a proportion of the curriculum into average class-sizes? Are Welsh speakers, or English-speakers, to be taught in oversize classes while the other group has small classes? In practice many schools use a "Principals' room" where the designated subject is taught, but this is a makeshift arrangement. These Welsh speakers do not make a fuss but find themselves in an English stream for administrative convenience, which is deeply unsatisfactory.

(4) Smaller language-streamed schools are rarely able to stream the remedial class by language because numbers are small. Children who need to master reading and writing in their first language first, are thus the ones often placed in a mixed-language situation. Bilingual

schools have other problems, particularly those connected with the variation in achievement in Welsh backgrounds, but these are present, if less often recognized in the language-streamed school as well.

(5) In speaking with parents of children in language-streamed schools, I was struck by the uncertainty in their minds about what the school's linguistic policy was. "Not enough Welsh" and "too much Welsh" were both heard, each with a different meaning. In some cases only the headmaster could do so, since the subjects on offer through Welsh changed year by year. Parents of bilingual schoolchildren on the other hand, had been asked to make a choice of school, and generally knew what package they had chosen.

(6) The number of Welsh-learners—children of English home background—in the Welsh streams of language-streamed schools, is virtually non-existent, whereas in bilingual schools "learners" are common and indeed in many form the dominant proportion. It is the designated bilingual school which best integrates the newcomer into a bilingual society.

(7) Although the linguistic rights of Welsh speakers are preserved in several language-streamed schools (but not in all) too much depended on individuals and particularly the headmaster. A change of head could change the status of Welsh

in the school, since it is the head who has to resolve the conflicting priorities, of which, in such a school, language is only one. In the case of the bilingual school, the pattern of school itself guarantees linguistic rights, and the head's job is to make it as good a school as he can within the given framework.

Anyone who wants to be a socialist in Wales needs to develop a Yugoslavian dimension to his socialism which recognizes linguistic and community rights as fundamental while at the same time encouraging internationalism and interest in other groups. The bilingual schools are not Welsh ghettos. They draw in children from many foreign families in Wales, they use English as a medium for several subjects, where English-medium schools only teach Welsh as a subject. Perhaps there is room for some optional bilingualism in the latter kind of school, with drama or a practical subject being available through Welsh to strengthen its teaching as a subject. In this way and with goodwill we may eventually produce a whole generation of bilingual children, which is the only basis, compatible with justice, on which the whole community can be integrated.

NED TITOMAS,
Department of English,
University College of Wales,
Aberystwyth,
Dyfed.

Practical approach of the special unit

Sir.—I read with interest the article on special units by Ann Berger and Gordon Mitchell ("Multitude of sinners", July 7). The views and comments expressed by the authors, and their seemingly well-defined prospect of a global strategy for the recipients of special unit education, concern me in several ways. Such an attempt to understand the children's problems, or the distress they suffer. The polemic of the article is preoccupied with a fundamental questioning of conventional secondary school practice, and not the social unhappiness people.

A pupil who ends up being referred to a special unit, provided it is an appropriate referral, has a whole range of difficulties that being seated at a desk with a textbook in front of him cannot overcome. That is why he falls in the social classroom context.

When a disastrous event in his upbringing can be tentatively identified as the cause of his failure, his disruptive behaviour, but matters are not made simple by knowing this. Other children with the same or

similar personal history manage to overcome their problems and grow up satisfactorily without any special attention at all. Whatever the apparent cause of the maladjusted behaviour, the answer really lies in the child himself. The damage that has been done cannot be erased. The child can do as much to terms with his problem and learn to live with himself.

The most singular characteristic of children such as these is their failure to control their impulses, and this makes them largely unacceptable socially, but unacceptable far out of proportion to those features of the secondary school that are identified as oppressive and stunting. This is why they have to be removed from the classroom.

The handicap of damage or disorder hinders these children from internalizing the norms of our social rules system. It is not that they are malevolent and choose to do antisocial acts—they do these as a matter of course, they form habits of anti-social behaviour.

Acts like swearing, spitting, smoking a petty vandalism (defacing a book or desk, devil, destruction and manipulation are a frequent occurrence, not just within one day but within one hour for pupils of this type).

In the special unit these acts are exposed for scrutiny and the child cannot run away from them. It is a place where, one hopes, he comes to see himself for what he has become; to admit, and this is vital, that he has a problem. Only when he reaches this position can any improvement be expected. Such a process is not orderly and tidy, but messy, disjointed and often unpleasant for both staff and pupils alike. But it is a job that has to be done.

When dealing with highly distressed children, the people who work in special units cannot afford to have a philosophy of practice develop outside of their day to day experience, but this is a danger for us all unless we strive to generate our own philosophy.

DAVID SILVER,
Erith School Special Unit,
Erith, Kent.

Women artists: have faith in yourselves

Sir.—It is a pity that at the time of the women's liberation movement certain elements of the women's liberation campaign have still not shown an awareness of where its efforts should be concentrated. One of the most important areas which merits attention is in the field of art education.

There are very few women artists who teach in fine art departments throughout the art colleges in England, Wales and Scotland and this perpetuates the lack of professional expectations of women art students. This in turn affects not only their work but also their confidence in obtaining teaching opportunities at BA level.

Although this letter could be interpreted as a plea from a women's Liberator, it is not. My concern is that women artists should believe in their own existence.

CAROL HODGSON,
Lecturer in art education, London University.

Professionals need volunteers

Sir.—The PreSchool Playgroups Association's Facts and Figures 1977 shows that some kind of preschool provision is available to 85 per cent of three and four year olds; Teresa Smith and Miriam Harris suggest ("A Preschool Primer", July 21) that parents, politicians and even local authorities are confused about the different services provided, and that parents in particular do not make informed choices but look for any available known provision.

This argues yet again the case for the fullest possible cooperation between the services of voluntary and voluntary—providing for the under-fives. Planners should take into account both the precise nature of need or needs in an area, and the ways in which it is already being met before deciding the further provision is really needed. This includes the admission of four-year-olds to (often over-sized) new nursery classes or reception classes in infant schools, which may leave only three-year-olds in nearby nursery schools properly equipped and staffed for the full preschool age range, or kill good and flourishing playgroups where parents have been able to take full responsibility for running the affairs of the group, planning and supervising their children's play and learning to participate in their children's education. The loss to the community of such a playgroup is incalculable.

Where an area has a need, a choice of provision is essential. It is those who actually work in the different establishments should know and understand each other, so that they can cooperate in seeing that parents know about and understand the choices before them. With the aid of the professionals can support and maintain standards in the voluntary sector, and the playgroups can confidently refer to them any families whose special needs they feel unable to meet.

SUSAN WILLIAMS,
14 Park Way,
Weston Favell,
Northampton.

A bridge dug with care

Sir.—I should like to comment on the article "Getting in a dig" in your issue of July 14.

The authors of the article claim "a dichotomy between the outlook of professional archaeologists and the needs of teachers". As both a practising teacher of archaeology and an archaeologist I would dispute this.

Archaeologists fought hard to develop their subject to a point where it is recognized as a mature discipline with its own standpoint and methodology. The Council for British Archaeology, which numbers in its council representatives of almost all professional and amateur archaeologists in this country and was created to represent archaeological opinion, set up in its Schools Committee in 1975. The committee is intended to form a bridge between professional practising and academic archaeologists and the teaching profession, and to use archaeology as a recognized subject in schools, and to monitor what is being taught in the name of archaeology.

It produces an information folder for teachers and a regular bulletin with practical suggestions and advice for teachers. There are now almost 400 teachers who subscribe to this material and many attended the first national conference last January and four regional conferences since then. We expect a full booking of 100 teachers at our second national conference next January.

The close liaison is already there. It is up to teachers to use the service the CBA offers.

MIKE CORBISLEY,
Education Officer, Council for British Archaeology,
112 Kennington Road,
London SE11.

Learning and caring

Sir.—I read with some interest James Werts's article "Learning and caring" (July 14) and it stimulated one or two questions in my mind.

First, were not "form masters and mistresses performing all the tasks we mention, with far less fuss 10 or 15 years ago before they became 'form tutors' and before the odious expression 'pastoral care' was ever coined?

Secondly, has there been any improvement in the effectiveness of "pastoral care" since the introduction of "year tutors" on similar pay scales to, and often with far more free time than, heads of department of English, mathematics, science, etc. If there has been an improvement, I see little evidence of it. This question is particularly significant when it is borne in mind that year tutors, apart from having, usually, some eight hours per week, have, at times, had it impossible to get to their lessons if a determined parent turns up unannounced, or an accident occurs.

Thirdly, is there any need at all for "pastoral care" as distinct from the normal concern of the competent form teacher for his charges, and if there is, should it be given anything like the importance which current fashion attaches to it? It appears to me that only a small minority of pupils need more than everyday, commonsense understanding, and that the people qualified to deal with this minority are psychologists, doctors, and policemen, not teachers. However, every single pupil needs teaching, and some of them are not getting it as their instructors are spending inordinate amounts of time on work which is either trivial or outside their field of competence.

C. F. DYOS,
31 Heather Drive,
Dartford,
Kent.

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14

Only one goal in it

For Cuban children

and students the terms

'work' and 'service'

are synonymous.

Donald Eberly records

his impressions

after a week's visit

to Cuba on an educational

study mission

The Cuban commitment to "experiential" education appears to be exceeded only by its commitments to Marxism-Leninism and the continuing revolution. The revolution transcends everything.

It did not end with the military victory on January 1, 1959. The revolution also includes the war on prostitution, the war on illiteracy, the Bay of Pigs battle, the campaign against polio, the sugar cane harvest, universal education, economic development, and the implementation of Marxist-Leninist ideology. The long-range goal is creation of the 21st Century man.

It appears that Cubans are free to speak and to do things so long as their statements and actions do not come into conflict with the revolution. Thus, Olympic champions Jumentena and Stevenson could compete in the Olympics under the Cuban flag, but to become professionals would be to place the individual before the revolution.

The combination of work and study has

become an integral part of the revolution since the war on illiteracy in 1961 reduced the illiteracy rate from 27 per cent to less than five per cent. Some 100,000 teenage student volunteers made up the backbone of the campaign.

As brigade after brigade of these youthful teachers went forth from their training camps, Fidel Castro told them: "You are going to teach, but as you teach, you will also learn. You are going to learn much more than you can possibly teach, and in the end you will feel as grateful to the campesinos as the campesinos will feel to you for teaching them to read and write."

(A similar balance between service and learning has also been found among Peace Corps Volunteers, the first of whom also went forth in 1961. In attempting to quantify the service and learning dimensions of the Peace Corps, a 1969 study by the Stanford Research Institute found that returned volunteers estimated that they learned 50 per cent more than they contributed in service.)

In Cuba, there was evidence of a fairly sensible gradation of service work. Children in early primary school do gardening and rake leaves. In the later primary years, they pack tea. In early secondary school, the students work on farming projects and sewing clothes and making baseballs.

By the later secondary years, students are often able to undertake service projects related to their study and career interests: they may serve as museum guides and radio assemblers. The linkages appear to be well established at post-secondary institutes and at the university. Technical students at teacher training colleges do practice teaching. University students work in their respective fields.

Unlike the United Kingdom, where there is a clear distinction between jobs and community service in the Manpower Services Commission's new Youth Oppor-

tunities Programme, the terms "work" and "service" are synonymous in Cuba. Whether a Cuban student is harvesting sugar cane, paving a sidewalk, or treating patients in a polyclinic, he or she is serving the nation and the goals of the revolution.

The outcomes and assessment of the learning acquired from the service experience in Cuba appear to vary directly with the level of education. In the early years, the emphasis is on inculcating the work ethic. The Cuban leaders want students not only to appreciate the dignity of work, but also to see it as necessary to the success of the revolution.

The assessment is based essentially on behaviour. Children who scorn their work assignments or those of others are seen to be in need of special counselling aimed at getting them to appreciate work.

Children in the early years of school are also introduced to the concept of *emulacion*. At first glance, *emulacion* seems to be identical with the idea of competition, as one group strives to outdo another and as one individual tries to score better than others in work, study and sports activities.

But Cubans go to great lengths to deny that *emulacion* is equivalent to competition. I came away with the impression that the difference between the two is the absence of an opponent in *emulacion*. Whether it is packaging tea or swimming a 100-metre race, each team or individual tries to come out ahead. But having done their best, they will rejoice in someone else's victory, because the sum total will represent a greater contribution to the revolution.

The practice of *emulacion* for the success of the revolution answers several questions about experiential education in Cuba. Why do students engage in service projects? How do students view their participation in such projects? What is the reaction of trade union leaders to student service projects?

In the United Kingdom, the service motivations and perspectives cover a wide spectrum. In Cuba, students engage in service projects in order to meet the goals of the revolution. Their own participation is viewed against a standard of how well they are serving the revolution.

Trade unionists are not worried about wage depression resulting from student labour, since wages are fixed. Nor are they worried about unemployment, since there is a labour shortage in Cuba. They see student labour as a way to teach work habits, as furthering goals for economic development, and, therefore, as a contribution to the success of the goals of the revolution.

The transition between part-time and full-time study service takes place at many young people at secondary school level. Those who attend residential schools, or secondary schools in the countryside, have a fairly rigorous programme every school day.

Those who attend secondary schools while living at home normally spend 45-day periods each year in the country on some kind of service project, like harvesting. This ensures intensive work experiences, as well as opportunities for ideological immersion away from the influences of the home and neighbourhood.

Ideological considerations apart, Cuban theory and practice of work and study has to be given high marks. It is a universal programme with graduate levels and kinds of involvement. However, the mutual reinforcement of service and learning activities could be more imaginative, especially at secondary level. Students could have a greater number of work options; they could gain into learning contracts; and they could be encouraged to raise issues based on their work experiences.

The Cuban commitment to work and study facilitates advance planning, and one must think, inspires confidence among children and young people that they can expect to play a useful role in society. The question is whether the Marxist-Leninist ideology is a necessary ingredient of the programme.

Donald Eberly is the founder and executive director of the National Service Secretariat, Washington DC.

15



Loose structures

They should be as much

a part of schools as the

normal apparatus in

the gym. This is the view

of the Action Space

experimental arts group, who

pioneered the use of inflatables.

Graham Wade reports

Inflatable are more than just gigantic balloons. The point was gently made to a mother who invited her daughter to "go and touch the balloons", at the start of one of Action Space's soft-room sessions for the under-fives. These take place on the stairs at the Drill Hall, an Action Space project premises near Tottenham Court Road, in London.

Action Space is one of several groups that specialise in experimental arts with a strong element of participation built into their events and workshops. In addition, they often combine in multi-media projects.

Each summer the group goes out on the road, contributing to various schemes in children's leisure, playgrounds and schools. They call themselves "an action space" and are receiving the bulk of their funds from the Arts Council and other authorities.

It was for pioneering work with inflatables that Action Space first gained a reputation—and some would argue it is still their strongest area. Inflatables are air-filled objects, made out of a material like PVC, which come in all shapes, sizes and colours. Most people associate them with the idea of bouncing and leaping around without the risk of hurting yourself—which is a pretty fair description.

The original inflatables were made by Action Space in 1968, the year the group started, as part of an environmental sculpture at Joan Littlewood's Bubble City staged in Tower Hamlets. More in a fine art context they were intended to be carefully touched, but in fact were used for more robust activities by the local children. They quickly fell apart.

The present workers at Action Space pinpoint this as the birth of inflatables as we know them today. It also marked the first object lesson in their use: always make sure they are built to stand up to the most rigorous treatment.

The under-fives' sessions, which cost 20p a child, are designed to provide a stimulating and enjoyable environment for the very young. Gill St. Field, an Action Space project worker, describes how they are planned.

"First, we think of a theme, which today will be snow, and then we think of ways the inflatables can be used to fit into that. Initially we may decide to have a blizzard, for instance, and when the kids come in we try to follow that loose structure. But we take it wherever they and we lead ourselves."

On that particular afternoon about 40 under-fives—mostly from the nursery class of Whitmore primary school, in Hoxton, and from Hammersmith's Children's Neighbourhood Centre, along with a sprinkling of mums, teachers and a single

dad—gathered in the entrance of the Drill Hall. A couple of Action Space workers began a routine to introduce the children to the fantasy element.

"It's so cold, but it's not snowing. Jack Frost isn't doing his job properly. When it's cold like this he should make it snow." At this point one bright three-year-old insisted: "But it's not cold."

Despite this lone voice, the search for Jack Frost began in earnest. The children entered the large hall, which was covered in soft mats with a variety of inflatables lying around. Eventually Jack Frost was located, asleep on a lighting gantry high up near the ceiling. After repeated shouted reminders from below—"We want snow. We want snow!"—he relented, making it snow by throwing paper flakes in front of his wind machine.

While this was happening, the kids in the body of the hall ran up and down, jumping on and off the inflatables, only sometimes pausing to make more paper snow for Jack Frost. Their exuberance at being able to rush about in a large, soft space was written all over their faces. (In the midst of it all, one extremely small toddler attempted to grab my pen and run off with it.)

After two hours of exhausting activity the children were led away by a man with a big bass drum, to a glass of orange juice and then off home. The kids had enjoyed themselves and the parents and teachers seemed, unanimously, to think it had been worthwhile—although one nursery worker from Hammersmith felt the entertainment element had been largely superfluous. He would have preferred it if the children had been allowed to play with the structures without any other distractions.

The lone dad expressed a strong inter-

est in attempting to build an inflatable for his children. Dick Bennett, another Action Space project worker, who makes inflatables, expressed surprise that they had not caught on as fast as he had expected a few years ago.

"I thought virtually every leisure centre and most schools would have one by now. They should be as much a part of school as the normal apparatus in the gym—especially as the smaller inflatables are not too difficult or expensive to make."

One of the areas where they are beginning to make an impact is in schools and hospitals for the physically and mentally handicapped. Action Space has already carried out considerable work in various institutions, including Selwood Hospital, in Frome, Somerset, where a joint team built a specially designed structure for severely disabled children.

A major benefit is that the inflatable is portable, making it possible to use it indoors during the winter. It provides a valuable and relaxing activity for children usually confined to wheelchairs. A programme with adults in other hospitals is about to be launched.

The main problem in spreading the message of inflatables is explaining exactly how they can be made. Dick Bennett is confident that, for under £50 and a second-hand vacuum cleaner to fill it with air, you can construct a very respectable specimen. Action Space is willing to give advice and runs inflatable workshops.

The day after their visit to the soft room, several of the youngsters in Whitmore's nursery class were asking to return to "Space Action". Another wanted very much to go back on the underground. Clearly the experiences offered outside the classroom had made a big impression.

Enquiries about sessions, workshops and information on inflatables should be made to Action Space (Inflatables), The Drill Hall, 16 Chenies Street, London, WC1E 7ET, telephone 01-637 7664.



Down on the cooperative farm outside Havana, Cuban students take a break from school and work.

Michael Bapthista/Canva

20 Resources

Concrete objectives

JOHN MAY reviews Scottish Integrated Science worksheets

Scottish Integrated Science. Worksheets compiled by a working party set up by the Scottish Central Committee on Science.

New Science Worksheets, sections 1-8, 70p.

New Science Worksheets, sections 9-15, 65p.

Teachers' Guide, sections 1-8, £4.

Teachers' Guide, sections 9-15, £3.20.

Extension C Worksheets 9-15, 90p.

Heinemann Educational Books Ltd, 48, Charles Street, London W1X 8AH.

There can be few courses which are found in as many different countries as *Scottish Integrated Science*, the origins of which are to be found in *Curriculum Paper 7, Science for General Education*, published by the Scottish Education Department in 1969.

This is still one of the best discussions of science as part of general education. The memorandum, which specifies the aims and objectives of a science course, gave a detailed syllabus, discussed how the syllabus could be taught and how the pupils' performance could be assessed. The syllabus has formed the basis of courses from Nigeria to Botswana and the Caribbean to Malaysia and spawned a range of textbooks, perhaps the best known being *Science for the 70s*.

The writers of *Curriculum Paper 7* were concerned about the problems of teaching pupils of a wide range of ability. "If all are to learn successfully, provision must be made for different rates of working and for different depths of understanding. At the same time,

the teacher must be freed from the need to deal with the whole class at once, so that he can give his attention to the individuals or small groups, working at those different levels and rates. It has seemed to us that this is best accomplished by the use of worksheets."

The original worksheets have now been replaced by a new set, *Scottish Integrated Science—New Science Worksheets*, which are a considerable improvement. Despite the working party's awareness of the problems of mixed ability teaching, there was little guidance for the teacher in the early set. The first worksheets were tightly structured and turned out to be too difficult for the least able and not demanding enough for the most able.

New Science Worksheets have been designed to overcome these problems, and contain core material and extension material. The core material is considered suitable for all.

Extension A provides further



From 'Bubbling and breathing'

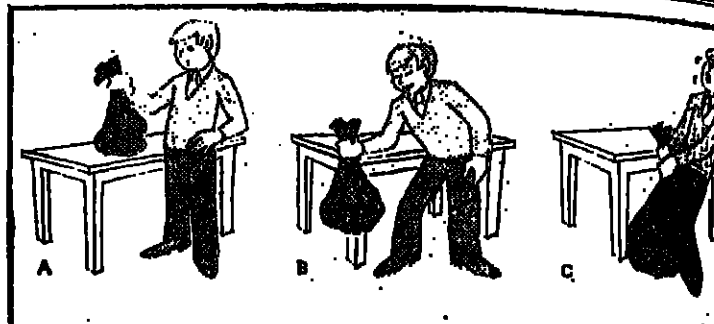
activities to help the less able pupils become more familiar with the concepts and terms of the core. Extension B worksheets are intended to provide additional activities for the average and above average pupils. Extension C worksheets are intended for the most able pupils.

The course is intended for 12 to 14-year-olds in Scotland while south of the Border it is normally used for pupils in the 11 to 13 age band. Its use with pupils a year younger than intended may be considered unimportant. However, it should be remembered that at this age many pupils will be moving from "concrete" thinking into the early stage of "abstract" thought.

A passage from the teachers' guide to section 1-8 is worth considering. "Thus in the average class of 12-year-olds the thinking of perhaps as many as 90 per cent will be confined to utilizing information they have received from exploring concrete objects, events and situations; conversely, perhaps only 10 per cent can handle theories and propositions which go beyond the 'concrete' world."

New Science Worksheets are published in the form of a book with tear-off sheets and pages punched to fit into pupils' files. They are intended to be expendable, each pupil having his own set and writing his own information on the worksheets. This idea has met with little success in the past, but at 70p for 144 pages of worksheets, it is doubtful that science teachers' own productions could compete. However, in costing school produced materials, teachers' time and overheads are rarely considered.

Much more attention has been paid to the layout and to language than in the original worksheets. The diagrams are clear and adequately



'Which sack needs the biggest force?' from 'Work and Energy'

labelled. Photographs, although usually small, are mostly clear. The book of worksheets includes Extension A and B worksheets, but Extension C cards are printed on stiff card with a wipe-clean surface. They specify the aims for the pupil and give details of how the investigations are to be carried out. Instructions are detailed enough for pupils to carry out the investigations largely on their own.

The teachers' guides include a discussion of the objectives of a science course for pupils in this age range, with the needs of the three groups (less able; average and more able; most able) considered separately. Lesson objectives are written in terms of expected outcomes which can be tested, apparatus requirements are clearly set out and each activity discussed. Teachers have been left to produce their own assessment material although the teachers' guide to sections 1-8 includes a useful discussion on the production of assessment items.

This course is based on the experience of a large number of teachers who have followed and adapted the course specified in *Curriculum Paper 7*. The new materials have been extensively tried out in Scottish schools, and the final worksheets and teachers' guides reflect the cumulative wisdom of more than 200 teachers. This is particularly

evident in the suggestions for the work can be organized into discussion and consolidation to follow each activity.

Scottish Integrated Science—New Science Worksheets is not far from the start there is confidence over the use of the term "mass" when "mass" is intended, with instructions to pupils to find the "weight" of objects in grams. So far temperature is measured in degrees Centigrade and Celsius is not mentioned. It is still a structured course and at the end of most pupils will probably still be of science as a body of facts rather than as a way of finding out about the world around them. Perhaps familiarity with the processes of science is something that cannot be got from books. It probably depends on the approach of the teacher, the way he organizes the work and his personal example.

These points apart, *Scottish Integrated Science—New Science Worksheets* has something to offer every one. For the new teacher there is plenty of supportive material, for the old hand the worksheets can provide a basis and be supplemented by his own materials. In these times of tight budget, worksheets at less than 5p a page are worth looking at carefully, particularly when they are the result of such extensive consultation and collaboration.

Colourful pair bonds

by Wendy Body

ESA Merricards
John and Kate Merrigan
Alphabet, £5.50 plus VAT
Numerals, £3.50 plus VAT
ESA Creative Learning Ltd, Pinna-
mole, PO Box 22, Harlow, Essex
CM19 5AY.

Merricards are attractive and should appeal to young children; the illustrations are bold and unambiguous, and the typeface and vocabulary are the same as those used in Unit 1 of *Look I'm Reading*. The cards are a good size for children to handle and are easily wiped clean.

Alphabet and *Numerals* are designed to develop manipulative skills and lead on to early reading and number. The *Alphabet* set consists of 26 pairs of interlocking cards with a picture and accompanying initial letter on one side and the word on the other. The set is intended to be self-checking and can be used at three levels: simple sorting and shape matching, word/picture matching and initial letter/sound correspondence matching. Intending and results can, however, differ.

In all probability, children will complete the task of pairing the cards by simple shape/colour matching alone without necessarily forming the link between word and picture or initial letter and word. It could be argued that this kind of activity is no longer appropriate at this stage and is, in any case, covered by the two *Animals* and *Shapes* games which are also available.

The *Alphabet* cards invite use for teaching of reinforcing initial letter/sound correspondence but teachers will probably be dismayed to discover that it is illustrated by "iron" or "owl" and "x" by "telephone" which are not the sound values most teachers will establish in the initial stages of learning to read.

Further complications are added by the use of "clock", "snail", "frog" and "tree" to illustrate a, s, t and e. Instead of using words with an initial consonant blend it would have been better to illustrate the sound values of single consonants with words such as "cat" or "back" where the first consonant is not modified by another.

While the cards may well find a place in playgroups, nursery and infant classes or special schools, it would be surprising if, as the publishers claim, they were to be accepted by older children in need of remedial work as they would probably find the format off-putting and too young.

At the moment, none of the sets of cards come in containers other than the cardboard they are wrapped in. There are plans to remedy this but that will mean increased costs and at an existing price of £5.50 plus VAT for the *Alphabet* cards, alone, teachers may well find this excessive.

The *Numerals* set is less expensive at £3.50 plus VAT. Again, the self-checking pairs require sorting and matching skills with the added bonus that any two pairs of cards of the same colour will provide a number bond to ten. *Numerals* are designed to be used in pairs of sets with a picture on one side (dot patterns) and the corresponding numeral on the other.

Once more, if the cards are used unsupervised as intended, the same problem applies: children can complete the task on a simple shape and colour matching level without internalizing the information the cards are intended to convey. Plus is that as all they are required, but teachers will need to check on what children have actually gained or learnt from the experience.

As always, the problem with such attractive pieces of apparatus is that their cost. *Merricards* will probably have only a short-term usage in meeting the needs of the moment of "one-off" use and, whilst they are valued as to whether this apparatus will really give value for money.

To plough and sow, to reap and mow...

by Deborah Thom

The Agrarian Revolution
Hugh Baddley Productions, Educa-
tional Distribution Centre, 2
Brompton Rd, St Albans, Herts,
AL1 4PW.
£3.25 plus VAT and postage

Is there any justification for one more set of filmstrips with cassettes on this subject? It is one of the most commonly studied themes for public exams and there are already a lot of materials which flesh out the textbook accounts. However, the focus of this set is new; it concentrates on the mechanics of the revolution both in farming techniques and the process of enclosure.

The set is in three parts. The first deals with eighteenth century changes in farming, including breeding and fertilizer; the second with the introduction of new machinery; the third with enclosure. There are about forty frames in each strip, including photographs of implements and animals, people in eighteenth century costume performing as harvesters, sowers, chiseled, and reapers, and diagrams of rotation systems and drawings. The gradual extension of the processes that could be carried out by machine is clearly shown by the machines themselves.

The weakness of the kit is the obvious of this success. There is an attempt to fictionalize the hard labour that farming meant before machinery—a fictional character called William is introduced and shown sowing seed. Twenty frames later he crops up again as the owner of an individual set of fields.

This set would be most useful in a rural studies course or a farming area. Terms such as "enclosure" and "reaping" tend to be explained in terms that are purely technical, urban children find all the machines of the last 200 years incomprehensible. There are also



Some topics are well explained. Rotation and the strip system of land allocation are illustrated by clear, attractively coloured line drawings. The gradual extension of the processes that could be carried out by machine is clearly shown by the machines themselves.

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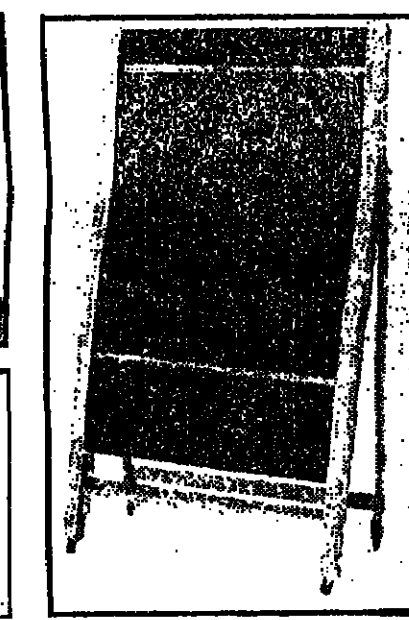
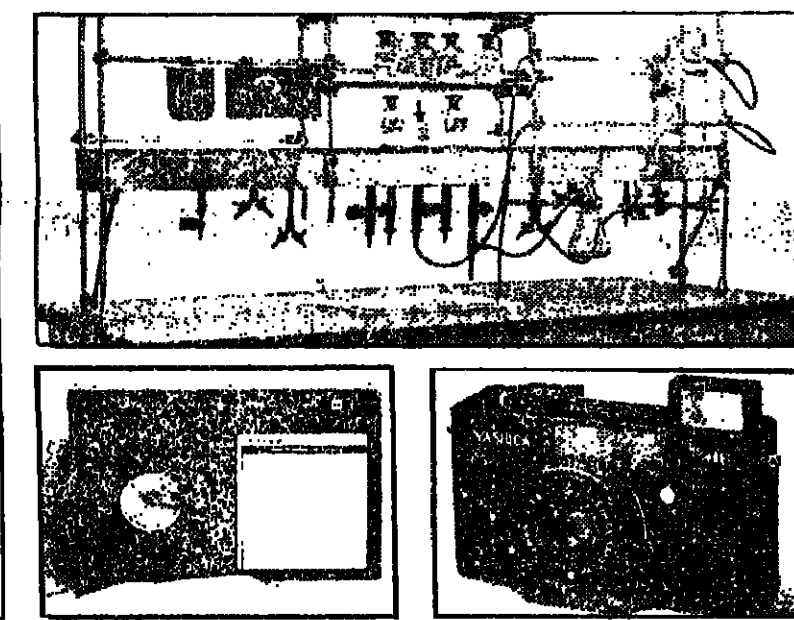
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Tuesday, August 22

Thursday, August 24 1978

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Telephone: 01-222 4151.

Left to right: the Philips V100/15 video camera; Climax service trucking; a Betamax videocassette; a Yashica 35MM and a "Unique" revolving surface writing board.



Preview

ANBS Film Productions and AV Services, London

This company says it is the only professional Super 8 production company in Europe and suggests that its economical film package has many applications in schools. Films can be made in order.

Academic & Business Monographs Ltd, London
Mixed ability history booklets, the "Decisions of History" series of case studies and a selection of war games designed to "enliven history teaching" will be included in this exhibit, as well as materials for business studies.

E. J. Arnold & Son Ltd, Leeds
Three new models of the Digitor mini computer will be shown as well as the Synchrofax audio page machine and the Arnold/Philips language trainer, tape recorders and speakers.

Avic Audio Visual Ltd, Coventry, West Midlands
Avic's European audio visual machine can be used as a front or back projector as well as for small groups. It takes 16mm filmstrips and standard sound cassettes.

W. J. and M. Baylis Ltd, Stockport, Cheshire
This company will be showing its audio-visual language laboratory, teachers' console and acoustic booth. Also on display will be a selection of stereo and mono educational record players.

Decca Publications Ltd, Tonbridge, Kent
This company will be exhibiting a selection of their educational journals including *Education Equipment*, *Sports and Recreation Equipment*, and *University Equipment*.

Bible News Ltd, Wembley, Middlesex
A new educational aid for teaching biblical history will be on display. *Bible News* is made up of ten five-minute programmes on the Old Testament, recorded on cassettes in the form of news broadcasts. Ten programmes on the New Testament will be available later this year.

Buckley Displays, Goring, Berkshire
This company specializes in shelving systems, screens, stands and wall displays. They also distribute accessories such as lights, and pins. Panels are covered in "heslon" or brushed nylon in various colours.

Climax Ltd, London
Climax will be showing their complete range of clamps and accessories among them: camera swivel clips. They will also be showing one of their patented services: a revolving system, which caters for the changing or services including

Compelec Electronics, London
Demonstrations of a multi-user Basic system and a single user floppy disc system will be given. They are part of a wider range of Altair computers.

Computer Workshop, London
Computer Workshop sells both small and large systems at prices ranging from £330 to £5,000. Information on software will be available.

Cybervox Ltd, Byfleet, Surrey
This firm will exhibit its series 100 and series 70 language laboratory equipment and a new range of audio visual furniture including trolleys, storage units and accessories.

CZ Scientific Instruments Ltd, Boreham Wood, Herts
Three projectors will take priority on the CZ stand, two for 16mm and an 8mm stereo sound model.

Decca Radio and Television Ltd, Willenhall, West Midlands
Prominence on the Decca stand will be given to the new 26in colour receiver monitor which operates off-air or from video and audio line signals.

EdTech Ltd, London
EdTech Exports is currently exporting books and equipment to the Middle East. They now offer a similar service to other countries who require package deals or detailed negotiations.

Educational Productions Ltd, Wakefield, West Yorkshire
Alongside examples from the EP range of filmstrips, slide sets, wall charts, audio visual units, ORP transparencies, study folders and tapes, this company will be giving prominence to recent titles in the *Studytapes* series and the British Council literature study aids for which they are distributors.

The Electricity Council, London
On this stand will be items from the *Understanding Electricity* catalogue including filmstrips, posters, publications, information sheets, wall charts and 16mm films. Details of other educational facilities including environmental study centres, nature trails, visits to power stations and specialised electricity centres are also given in the catalogue.

ESL Electronics, Bristol
On show here for the first time in Britain will be two new additions to the Flexilab 2 range of language laboratory equipment. These are the Junior console which the company says has been introduced to meet the needs of teachers for whom portability and low cost are the major criteria.

ERA Lathhead, Surrey
The MP Experiment microprocessor teaching system will be shown on this stand. This training scheme is said to build up a full appreciation of a microcomputer. continued on next page

EXTRA
EdTech 78

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Fergus Davidson Associates Limited
478 Leyland Road, West Croydon, Surrey CR0 2SU
Tel: 01-880 8824 Telex: 26905

continued from previous page

Fergus Davidson Associates, Croydon, Surrey. This company distributes films, videotapes and wallcharts. A recent addition to the range is a number of news films produced by IFTN, which can be used for teaching current affairs.

R. W. Frielel & Co Ltd, Hemel Hempstead, Herts. The rack mounted open reel language laboratory model 112, one of the Frielel range, will be on show.

Feedback Instruments Ltd, Crowborough, Sussex. This company will be showing most of its demonstrator and test instruments and student trainers. These will include the new transistor Amplifier Demonstrator TAD510 which demonstrates concepts of transistors as common emitter amplifiers, and the new Electronic Wallmeter EW604, which provides power measurements over both wide power and wide frequency ranges.

Focal Point Filmstrips Ltd, Portsmouth, Hants. As well as a selection from their large range of filmstrips, this company will be showing "slide books", which enable slides to be stored on shelves. The 1978 filmstrip catalogue lists many subjects new to this firm, including geography, geology and biology.

The Force Ten Company Ltd, Woking, Surrey. Two new trolleys for overhead projectors will be shown as well as audio cassettes, language booths and the "Communicator" portable audio aid.

Guido Sound and Vision, Peterborough. This international distributor of film and video material will be showing a selection of new titles for use in education and industrial training. These will include six new courses from the Open University and the ILEA becoming a Reader series. Also on show will be *Conversations of a Music Lover*, an ILEA series of eight programmes showing the history and structure of different forms of modern music.

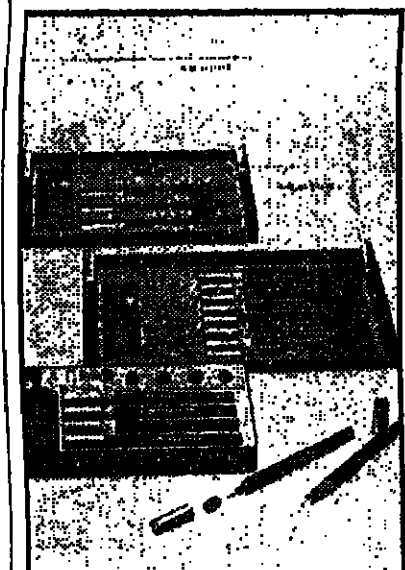
Hartley Reece and Company, Wembley, Middlesex. This company, which is the sole importer and distributor of Rotring technical pens and drawing instruments, will be showing its entire range. This will include a new range of compasses and drawing instrument sets, and the redesigned Rotring Primus portable drawing boards.

Nicholas Hunter Publications, Oxford. Nicholas Hunter will be exhibiting their complete system of wallcharts for

slide storage and presentation. The wallcharts can be kept in ring files, filing cabinets and other systems. The company will also be showing its wide range of audio-visual aids for science teachers, including the series *Modern Industrial Chemistry*.

Irwin-Desman Ltd, Croydon, Surrey. Electrical apparatus and testing equipment is this company's speciality and it will be showing demonstration apparatus of various types.

ITL Vufolle Ltd, London. This company is expanding its range of overhead projector transparencies on industrial chemical processes and natural chemical cycles for O level students. These new Vufolle will be on display alongside transparencies for many other subjects.



Rotring Isograph pens.

Leiden Electrical Supplies, Stevenage, Herts. The main item on this stand will be the Light and Learn illuminated blackboard which can be used with words or letters and is said to be especially suitable for repetitive working.

Linstead Manufacturing Co Ltd, London. As well as its range of signal generators and general purpose power supplies, Linstead will be showing their new S12 low voltage high current supply unit which gives up to 12 volts and 6 amps.

A. M. Lock and Co Ltd, Oldham, Lancs. Lock will be showing items from its range of science teaching equipment which includes computing and logic tutors, power supplies, circuit assembly systems and demonstration kits.

Magiboards Ltd, Mitcham, Surrey. Magiboard will show a selection from its range of display panels. Magiboards consist of wide perforated aluminium steel panels bonded to chipboard and finished with modulated aluminium nitrid frames.

Management Games Ltd, Bedford. This company is a very large publisher of business games. The "Dilemma" games on display are designed for use by industrial and commercial training managers, universities, technical colleges and schools.

Marker Board Supplies Ltd, Hereford. Several boards on display can be used as writing surfaces or for projection, and are also magnetic. Most are portable and some can be locked in different positions.

Edward Patterson Associates Ltd, Beckenham, Kent. This company will be showing a selection from its audio-visual programmes. Subjects include languages, history, home economics, health, mathematics and science.

Photax, Eastbourne. Products on display will include cameras, Sunblitz flashguns, screens, lenses and a sound projector.

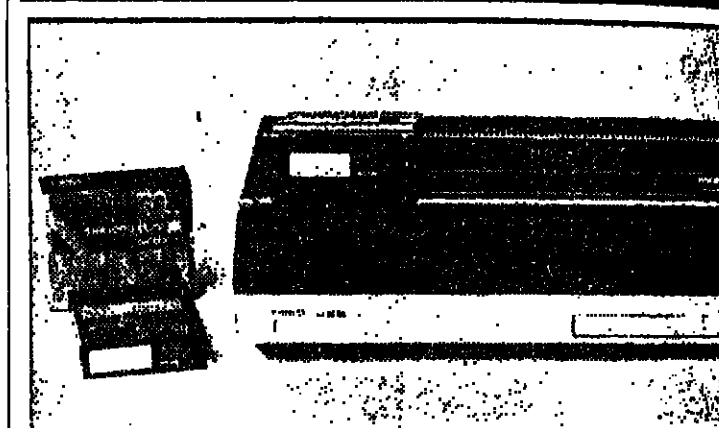
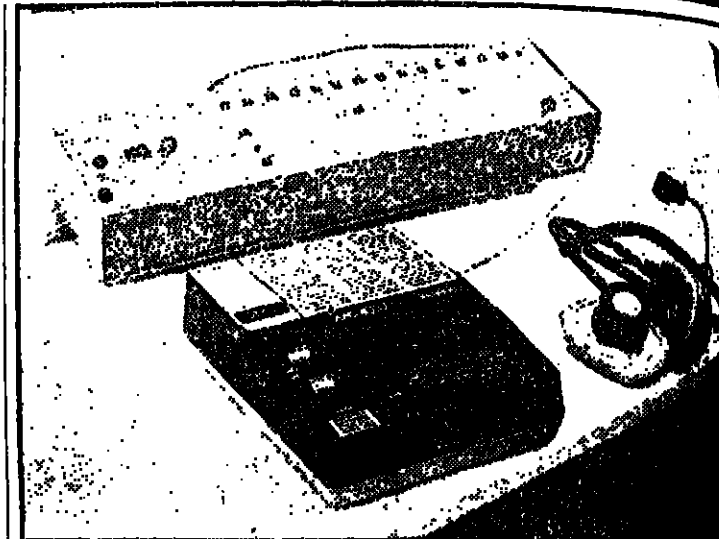
Phillips Electrical Ltd, London. Philips will be concentrating on video cassette recorders and the display will include its latest recorder, the N1700. It will also be showing its new black and white video camera, designed for amateur use.

Smiths (Electrical Engineers), Preston, Lancs.

The new Sebitron ATT-99 machine will be shown on this stand. It is designed for individual audio practice for shorthand or audio-typing. The Sebitron Digital language laboratory and the PLT portable language machines will also be on show.

Sony (UK) Ltd, Sunbury-on-Thames, Middx. The Betamax domestic video system is said to be especially useful for schools and colleges. It is capable of recording or making short programmes. The basic recorder and camera kit cost just over £1,000.

Stereoscopic Television Ltd, London. This company will be introducing its new Mark II version of the PS-Lab. This enables students to do comparative practice during the programme transfer of the master recording from the teachers console. It is also, says the company, extremely low priced (a 15-position PS-Lab costs £2,730 plus VAT) and portable.



Above: the PS-Lab Console, student recorder and headset from Stereoscopic Television Ltd. Below: the Philips N1700 video cassette recorder.

Sullitron, London. This company will be showing a selection from its range of language laboratories and language learning systems. These will include the Sullitron CP760 fixed student unit, the CP760 portable student unit and the SP3 teacher console.

SD Systems Ltd, Slough Berks. Prominence in this display will be given to the Rapid-Rx modular display system which can be packed flat for storage. The manufacturers claim that the system offers unparalleled flexibility. Kits for school use cost from about £150.

Swan-Stabile Ltd, London. The complete Swan-Stabile range of OHP software, including pens, markers and acetate sheets, will be on show. The company will also be running OHP workshops on the site of the main hall, and visitors will be able to prepare OHP transparencies and talk about their problems.

Tandberg (UK) Ltd, Leeds. The 159 Microcomputer Learning Laboratory and the EC10 "read along" educational computer will be prominently displayed on the stand. The 159 performs all the functions carried out by other Tandberg models, but says the company, the use of microprocessors ensures greater reliability by reducing the number of components. The EC10 has, they say, been specially designed for educational use in conjunction with Norwegian education authorities.

Tele-Jector Ltd, London. This company specialises in large screen television projection systems and will be demonstrating its latest model at Ed Tech.

THD Manufacturing Ltd, Peasehaven, Sussex. A more powerful version of the Hailight 300 will be on show together with electronic versions of the Timecord. Also on display will be audio-visual storage boxes.

Unifab Ltd, Blackburn. Items on show will include the Unifab Basic Electricity Kit, Moorland Basic Electricity Kit, described as an inexpensive and robust alternative to the circuit board; Timer-Scaler-Frequency board; and an Oxygen Unit which is part of the firm's modular Environmental Kit.

Visual Mar-Com Systems Ltd, London. The range of audio visual products shown on this stand will include the Bell & Howell three hour colour video cassette recorder, a range of Sony U-matic video equipment, the new Dukane 35mm filmstrip projector and the new Penegon range of cassette copiers.

J. Richard Webster, London. Among the Unichart visual aids on show will be the model B1 double sided mobile board, a portable combined writing board, projection screen, magnetic surface and flip chart stand, and a range of Europa compact cassettes.

Whittaker Graphic Systems, Leeds. Whittaker will be showing its range of about 65 animated visual aids which are used with an OHP. There are titles for engineering, history and trigonometry as well as some early maths titles for primary use.

Wilson and Garden Ltd, Kilmak, Glasgow. This company will be exhibiting a number of its "Unique" revolving surface writing boards and accessories.

Diana Wylie, London. Diana Wylie distributes Hulton-Deane slides as well as viewpacks and other types of storage for visual aids.

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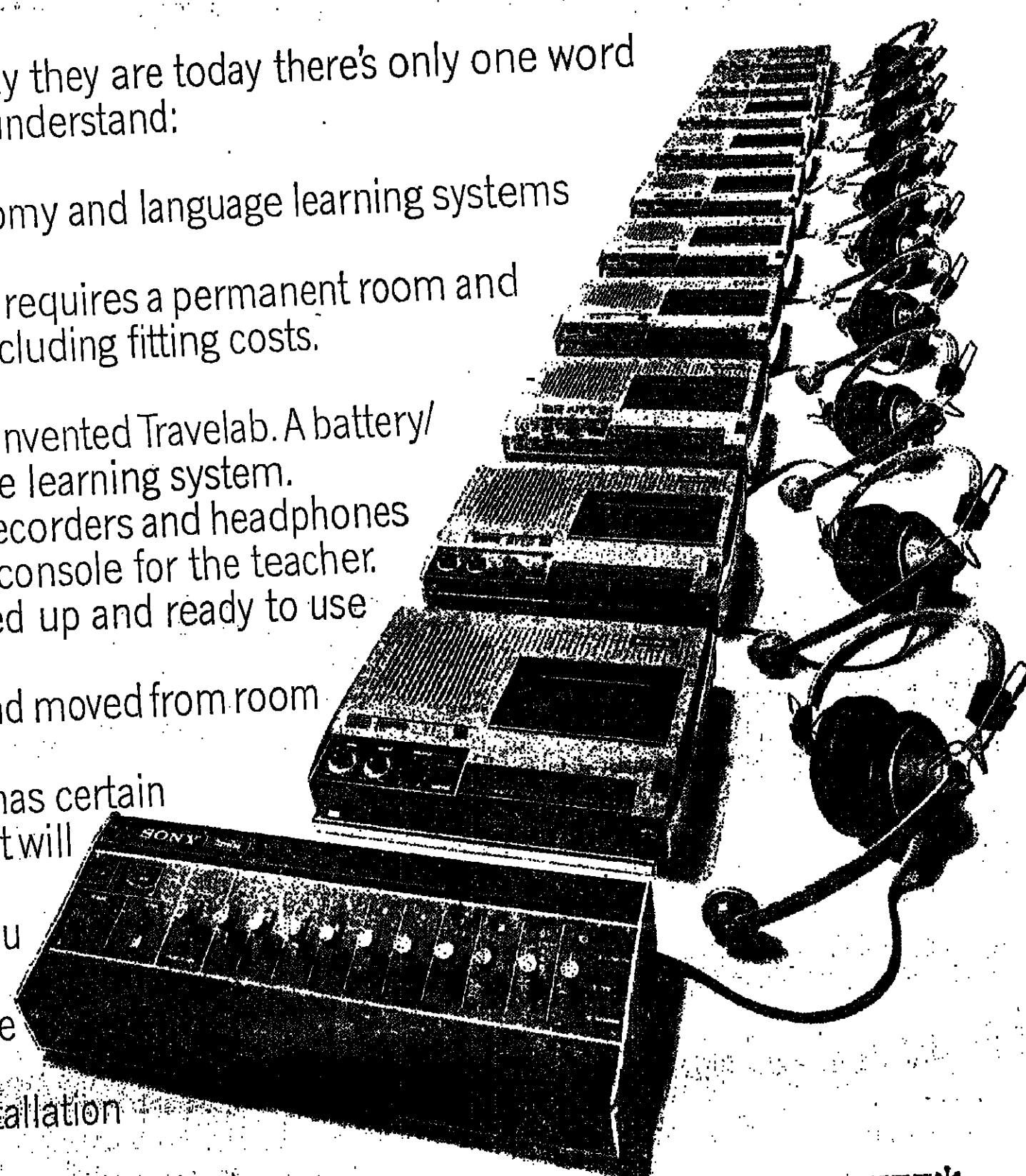
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The video dilemma

On the eve of the ILEA decision on what video system to recommend to its schools, CHRISTOPHER GRIFFIN-BEALE looks at education's position in the video market

This is not an enviable time for audio-visual advisers, or for anyone charged with making technical judgements about videotape equipment for use in schools or colleges. Many long-established formats are obsolete or soon likely to become so. And there are many new formats, particularly videocassettes, being launched on the market.

Which system will best meet the particular, and rigorous, needs of schools and colleges? Which is most reliable, and which gives the best value? All these questions are difficult enough to answer, but for many advisers the most serious question is: which system will last? Nobody wants to commit public money to a system that will quickly vanish if it fails the test of the marketplace even if it has passed the initial test of the technical staff's bench.

The underlying problem is that none of these systems are designed for, or primarily intended for, the educational market. Until recently, broadcasters confined themselves to the big studio machines with four heads and 2in tape. Education and industrial users dominated the market for all other formats.

Now, however, education's favoured position has been eroded by other users, or potential users, who can command far more attention from manufacturers—and would do so even if educational spending was not under particular restraint. The exception is the ILEA's imminent choice of system which, of course, carries some weight.

Manufacturers are busily launching rival home video systems. The home video market is now quite healthy in the United States and the trade is expecting a breakthrough here. Advertising campaigns are gathering momentum, and the television rental companies are eagerly promoting the machines.

Educationalists are caught between the broadcasters' degrading standards in excess of what education can pay for—and the domestic market which, if anything, requires technical standards below those demanded in education.

Various one inch tape formats have only been used at the top end of the market, usually when the best quality master is needed to produce multiple copies.

The dilemma of the Children's Consortium, based at Wall Hill College, Hertfordshire, illustrates the problems confronting all educational video users. It records classroom observation material for its college and adviser members. It has always edited its 1in location recordings onto a 1in edited master. But its Sony 1in machine, EV320, caused already scarce stocks of appropriate tape to be scarce—the tape width is standard, but the machine requires a particular kind of spool. After seven years, the consortium's machine still does its job but needs more frequent maintenance. The consortium must find a replacement machine before the Sony falls more seriously, and while it can be used to transfer the library of old Sony material onto the new format.

The Sony machine, like several others, is obsolete now that broadcasters are moving to 1in tape. The breakthrough came with the digital Time Base Converter which smoothed out the inherent instability in the picture produced by 1in recorders (and all other systems using the helical scan principle).

Improvements in 1in performance, Sony, Bosch and Ampex now offer broadcasters various 1in formats that can equal—and in some respects surpass—the performance of

designed U-matic for education and industry. However, armed with a time base converter for replaying the tapes, and white space at the end of the paragraph.

Sony has now created a special company, Sony Broadcast, to exploit the broadcast applications of its U-matic format and its new 1in system and is upgrading U-matic machines to meet broadcasting requirements.

Meanwhile, U-matics never sold that well in schools compared with the original Philips one-hour VCR machine, the N 1500. (Clwyd was one of the few authorities that had nothing to do with the U-matic's technical performance; indeed some audio-visual advisers would dearly love to put U-matics into schools.)

But although initially the cost of U-matic compared favourably with those of the VCR cassettes, Philips's machine itself was substantially cheaper and incorporated several features—the timer, timer and the ability to connect it directly to an ordinary television set—which schools needed.

U-matic was more widely adopted by colleges and other higher education institutions, and the format is finding its true level at the higher end of the educational market. It is not seen as a competitor for the domestic video market—indeed Sony sees no competition between U-matic and its own 1in Betamax domestic cassette format.

Between U-matic and these new home cassettes, the future for the various half-inch open-spool formats seems limited. Open-spool audiotape offers the chance for making splice edits, but these are not practical on videotape anyway. On the contrary, it is the U-matic system which offers sophisticated editing facilities, developed to meet the demand from

There is still another system which should not be overlooked. National Panasonic's 1in video cassette system is not new, but has strong advocates in higher education. However, it has received little positive promotion from others in educational video and may well lose out by default.

Many educational and community users of 1in open spool formats would appreciate that kind of editing precision, but significantly it was left to the "alternative" video group Fantasy Factory to devise such a system, carefully titled "Trigger Happy" manufactured by a small electronics firm Costronics.

London Arts Association for the use of community video groups.

Many of these 1in machines are monochrome and will retain their appeal for low-budget origins of material, until there is a really cheap

colour camera. However, a monochrome camera can be linked to one of the new colour cassette systems, with the bonus of replaying off-air programmes in colour.

Most schools will be forced to choose among the new home cassette formats, but it is precisely here that the market is most perplexing and volatile. With the Philips N 1700, Sony Betamax, VHS (Video Home System) and also the Grundig SVR 4004, none of which are compatible with each other.

What has finally made home video a realistic proposition is the introduction of longer playing-times, usually by recording at slower speeds. The Philips N 1700 records up to 24 hours on a tape, the same VCR as the earlier N 1500 model, but recording at half the speed; VHS and Betamax record three hours or more; and the Grundig with a slightly modified VCR cassette can manage four hours.

This makes the systems more useful and more attractive economically for home consumers. It is when one is out to record programmes good recording a favourite film if the tape runs out after an hour. Moreover, longer-playing tapes are cheaper by the hour because they use less tape and because the actual cassette itself represents a substantial part of the basic cost, particularly for the mechanically complex VCR cassette.

But education does not necessarily want such long playing times. Ideally, a teacher wants a single

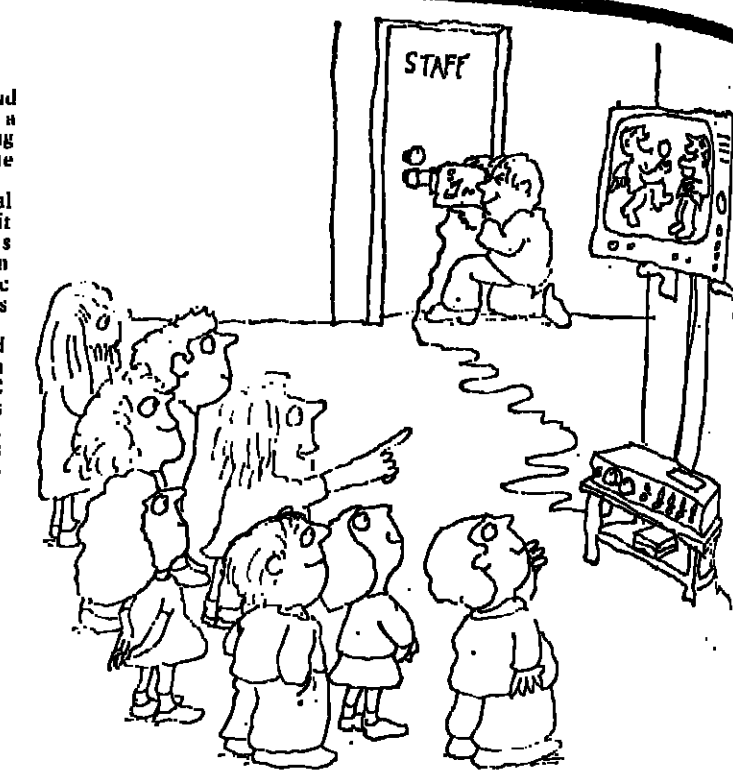
The ILEA will be the single best institutional market for cassettes. Its engineers must make their final recommendation soon, for committee approval immediately after the holidays. If machines and cassettes are to be delivered in some quantity for next Easter.

Already the difficulty of gauging demand has caught some manufacturers on the hop. Some software suppliers, eager to get stocks of pre-recorded tapes into high street shops to accompany the launch of the new machines, have found great difficulty in getting sufficient blank cassettes.

Predicting the ILEA's decision is rash but tempting. Building Men among close observers might actually lay out money against Philips. They might even risk a tiny fling on VHS as against Betamax, but would not be wise to make it any larger.

A year hence, the confusion of fogging educational video may clear somewhat—or it may not, since newer models of all these formats are likely. Other developments are just over the horizon, including digital video recording which would eliminate the degradation on playback and multiple-generation copies, but that will initially be very expensive, even by broadcasting standards.

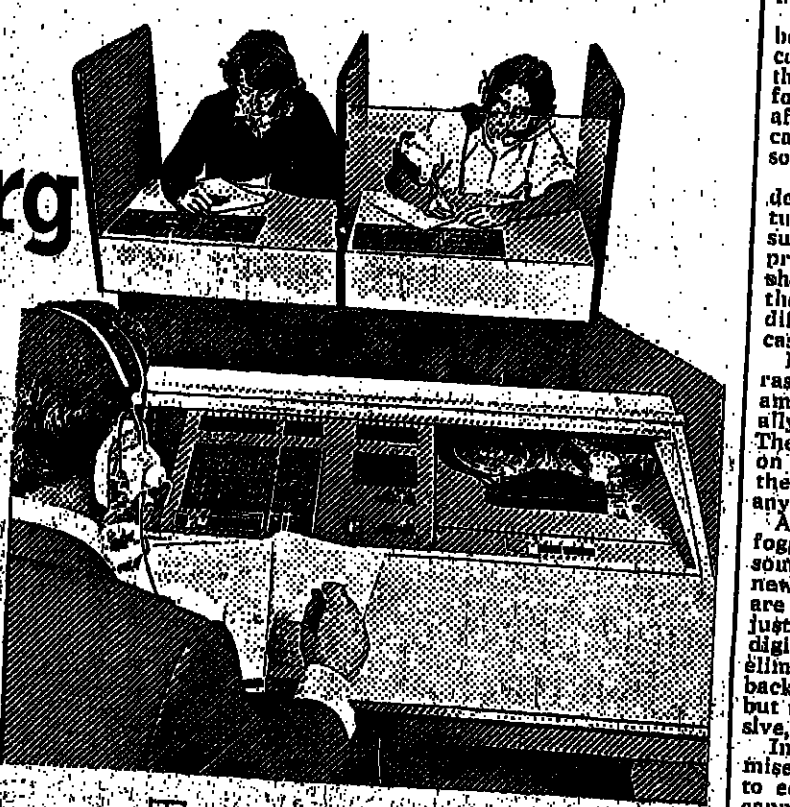
In the early 1980s we are promised new video cameras whose appeal to education is uncertain since one cannot record on it. Its advantage is for replaying, mass-produced material which can be copied very cheaply. But there is a better argument in educational video's immediate future, without polishing any crystal balls.



their old quad machines, at a more attractive price.

The ILEA's television service, previously unusual in education for mastering on quad, is now switching to new Ampex 1in machines to master the new colour material for cassette duplication.

For many of these educational users, the U-matic 1in cassette format, pioneered by Sony, may be an alternative. That, too, has attracted interest from broadcasters which originally caught Sony unaware: Sony had never made broadcast video machines and



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Safer course at a dangerous moment?

ADRIAN HOPE assesses video rental schemes

Schools need not be ashamed to admit that they are thoroughly confused over the current video situation since plenty of observers much closer to the trade are in the same state. There are now three contenders for the home video standardization prize: the Japanese VHS and Betamax systems and the European Philips N1700 system, all mutually incompatible.

Several older systems are still extant: the Japanese U-Matic, the original Philips N1500 one-hour system, and the National cartridge system, all again mutually incompatible.

There are several other systems just launched or waiting in the wings, such as the new Grundig SVR system, which is also incompatible with everything else. What is more, Philips are known to have an entirely new video cassette format ready to launch if the need arises and BASF, in Germany, is nearing the end of development of its LVR system which is different from anything else available.

Schools with money invested in any one system will be understandably reluctant to junk their old machines and tapes and start again

until the market has hardened. On the other hand, some schools may be using equipment bought several years ago which is now wearing out. Should the old equipment be replaced piecemeal with new models of the old format—or is now the time for a complete change? It is a dangerous moment for any school to decide in favour of any one system since this entails financial commitment for many years. Some issues that will be crucial in the long term are still unresolved.

The new range of long-playing video formats (VHS, Betamax, Philips N1700 and Grundig SVR) are essentially domestic systems designed to provide the home user with the maximum playing time per cassette for minimum tape cost. By using very low tape speeds all these systems are working on the frontiers of video technology, and no one yet knows how any of them will stand up to school use.

Schools already equipped with higher speed, more rugged original formats (U-matic, Philips N1500 or National cartridge), would be well advised to try and wait another year before changing, even though the old system is high on tape costs. Schools that cannot wait or that need to make a temporary commit-

ment could seriously consider rental. Rental has now crystallized sufficiently for a brief appraisal to be of value for schools. At present (made by JVC) are available but Betamax machines may well become available for hire over the next few months.

Radio Rentals offer VHS machines for £199.80 a year, including VAT. Philips N1502 one-hour machines are available to business and educational establishments at a comparable cost. Grundig TV are moving into the VHS market, rental charges are not finalized but should be under £20 a month inclusive.

The minimum rental from both Granada and Radio Rentals will be one year. Vision Hire intend backing Philips, but with the newer N1700 format rather than the one-hour N1500 series. Cost and availability is not yet fixed but should be around £19 a month inclusive with a minimum rental of 12 months.

British Relay and Redifusion have been discussing developing markets for the VCR which could include rental, but are still undecided. Multi Broadcast, however, has already started in the video market with a full scale rental operation based on the VHS

machine. It costs £18 a month inclusive, with a minimum rental of one year. Multi Broadcast are advertising this service extensively.

It is clear that schools wishing to rent a video machine, be it a Philips N1502, a Philips N1700 or a JVC VHS, could manage to do so. But they should expect some difficulty. Schools may find that local branches of rental companies do not have what the head offices say should be available. Moreover, waiting lists may grow as demand for some machines outstrips supply.

Before purchase it is important to consider the availability of blank tape. There is now something approaching a famine of VHS tapes, one Japanese factory (Toshiba) being the sole world supplier. Domestic users who have bought VHS machines are finding that they need luck and perseverance to find extra blank tapes.

Likewise, although Philips is advertising the LVC 150 cassette which gives 24 hours playing time on an N1700 machine, these cassettes are extremely hard to find in the shops. There are promises of improvement in both Philips and VHS, but this may be cold comfort for proud new owners of machines

who cannot find any tapes to buy. All the rental companies handling VHS are either "optimistic" or "reasonably confident" about their ability to stock enough tapes for their hirers but when pressed, some companies will acknowledge that supply is currently likely to be five tapes for each rented machine with hopes for around eight or ten tapes a machine in a few months' time.

This may be adequate for domestic use but it is unlikely to satisfy users in education. 80 schools need to make quite sure there will be enough tapes to meet their needs before investing in a VHS machine. Similarly it is not safe to depend on an easy supply of 24 hour cassettes for use on the Philips N1700, although shorter length Philips cassettes are in relatively good supply.

Although Sony Betamax machines are only just appearing on the market, information on quotes of machine and tapes imported into the United Kingdom suggests that there will be plenty of tapes but relatively few machines available over the next few months. In this context it cannot be over-emphasized that VHS, Betamax and Philips tape cassettes are all mutually incompatible and each machine will operate only with its own tape type.

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Material benefits

ANDREW OSWIN on film and video production equipment



The logical next move for schools equipped with basic video machines should be to investigate the possibilities of producing their own material. At first it seems a daunting task, but after simply purchasing a small television camera, production could start. Although this is practicable, with either film or video, it leaves a lot to be desired. In both media, the selection and creativity of the material produced will be limited. Before considering technical problems such as compatibility, the prime concern is to find out those who will be using the equipment and ask them to produce detailed requirements.

The basic camera and recorder/projector combination with built-in production to the visual equivalent of a sound programme using microphones and tape recorder. In sound recording various sound sources are used and the critical editing stage gives timing, tone, flavour and professionalism.

With the vast range of video equipment manufactured over the last twenty years or so there must be an almost unlimited selection of equipment available in educational establishments. Because of changes in technology it might be advisable to shelve any plans until it becomes clear which system will dominate the market.

The Philips N1500 VCR system is the most popular in schools and can be used with a simple monochrome camera, but this combination can be replaced by a hard core of

not be long before its limitations are questioned. The next step is the production of material requiring multi-camera and editing facilities, entailing the purchase of extra cameras, switching machines, sound mixing, a second recorder with editing facilities and so on. Once this level has been reached the initial cost of less than a thousand pounds will escalate many times but for schools that cannot afford these sums there are other possibilities.

It can be wiser to allow the cassette recorder to undertake the work it was originally purchased for, recording off-air programmes. Instead, secondhand equipment could be considered, as there is a lot of black-and-white equipment available now. The early half-inch Sony AV range is excellent value and is regularly advertised in trade magazines when larger concerns are re-equipping for colour. A small, sturdy package can be very reasonable and there are no problems with servicing.

If monochrome is all that is needed, portability is the prime objective, there are small portable outfits consisting of a camera, recorder and monitor on sale now for under £1,000. It would be economical advice to centralise colour equipment through the ILEA or perhaps a centre for use by all schools in the authority; other advantages include sharing qualified technical staff.

continued on page 32.

AR080 Radio Recorder with built-in Clock:

The assistant teacher with an excellent absence record

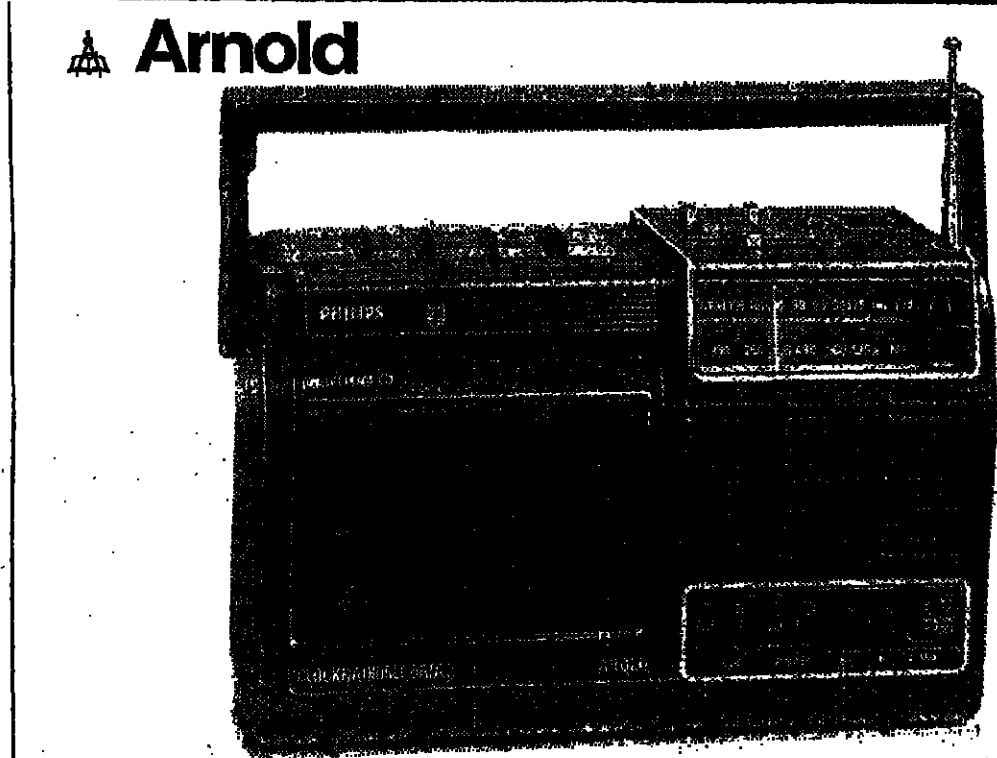
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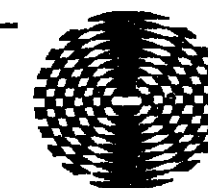
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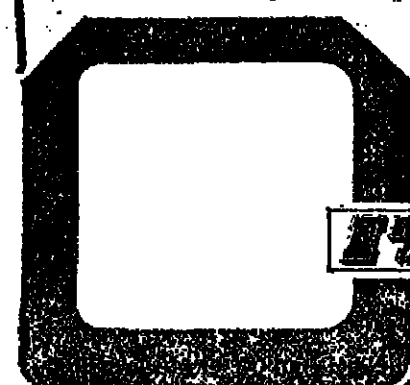
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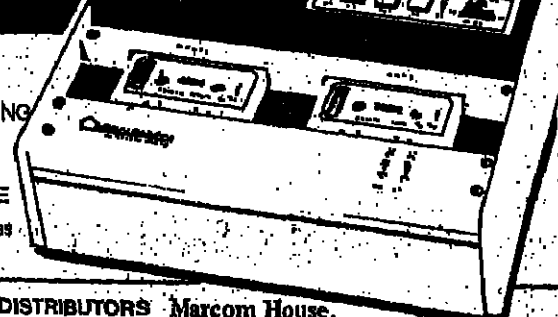
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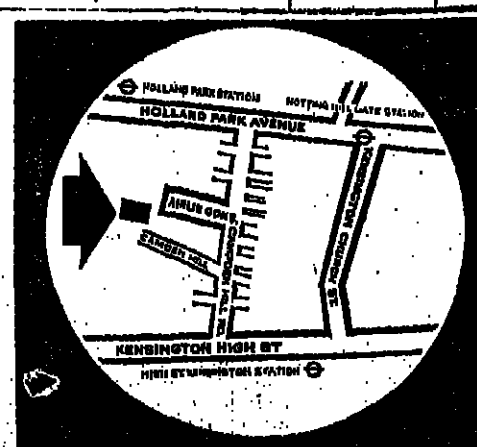
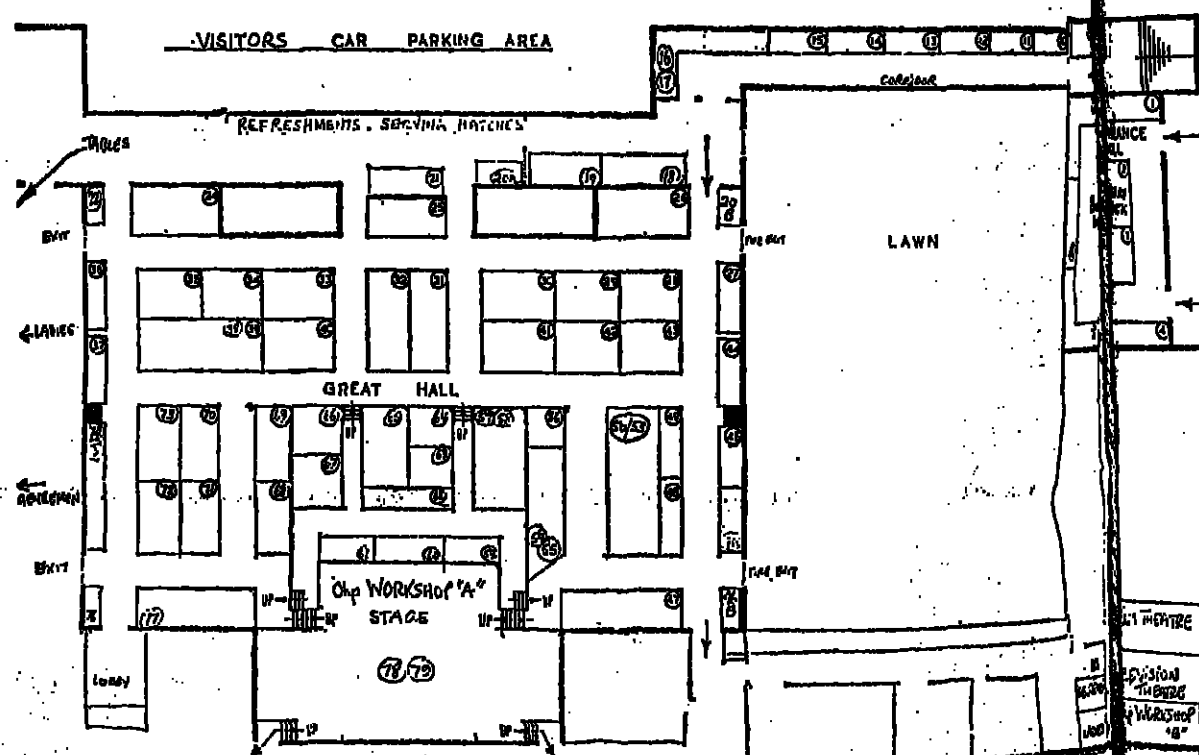


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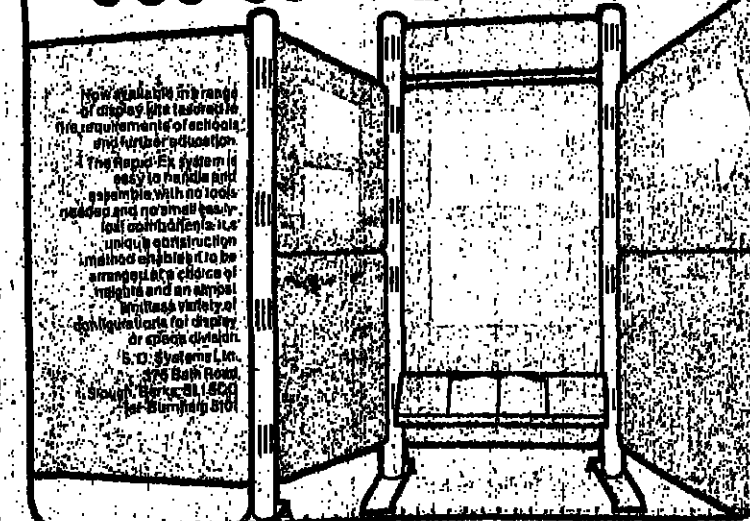
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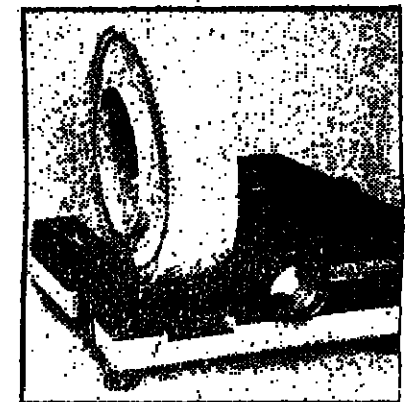
Automatic slide projection

JOHN FREEMAN looks at the market

Choosing an automatic slide projector for school use can be a difficult task, since most machines are mainly intended for the domestic market. Projectors such as the Kodak Carousel, with its gravity slide feed magazine system, and the Leitz Pradovit C range, with unique rapid picture change, are top quality machines that have a long life.

They are well suited to educational use but outside the budgets of many schools. However, where some care is taken in selection, and heavy continuous operation is not envisaged, some projectors in the mid-price range, say £80 to £100, can carry out the task quite well.

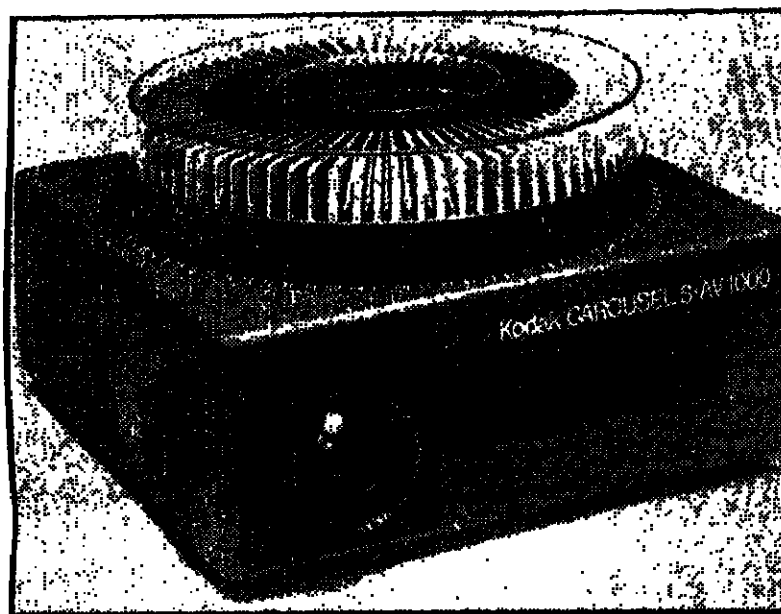
Most projectors in the mid-price range are fitted with 24-volt 150-watt halogen lamps. These projectors can produce adequate light output for classroom operation, sometimes without total blackout. Higher power lamps are not always needed, to give a projector a high light output.



Automatic slide projectors take the slides loaded in magazines, of which there are a variety of types. Most projectors made in Europe use the Leitz pattern straight magazine holding 36 or 50 slides. Another popular straight magazine is the Gnomme Hanimex type. Many projectors taking straight magazines can now also take an upright circular magazine holding 100 to 120 slides. However, the most reliable circular magazine for education use is the 80-slide Kodak Carousel type, which is loaded horizontally on top of the projector.

Remote control of slide change and focus adjustment is a feature of most automatic slide projectors. Forward and reverse changes may be controlled by independent buttons. Sometimes a single button controls both changes, as on the remote control unit of the Rollei P350.

With this system a short press gives a forward slide change, longer pressure gives reverse. Twin buttons have less potential for error. Most remote control units are attached to projectors with plug



and socket connexions. For slide changes to be controlled from the machine, the buttons need to be duplicated on the projector, as with the Liebsang A30.

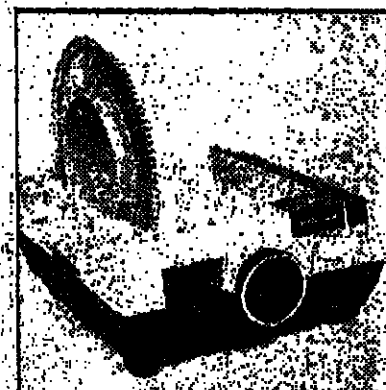
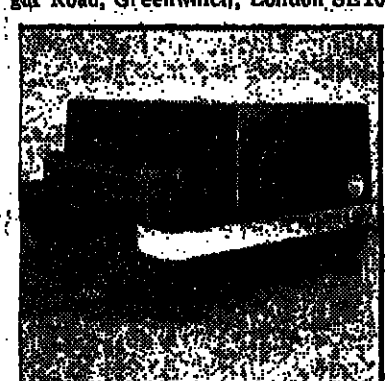
An alternative method of local control is provided on the Hanimex Rondette 1500RF, which has the remote control unit permanently connected. Control units and lead are stored on the projector when local control is needed, and in this case there should be a socket for connecting a tape slide synchroniser. On more expensive projectors there are sometimes sockets to allow independent connection of both the remote control lead and a tape-slide synchroniser.

Projectors in the mid-price range, such as the Kindermann 1804, sometimes have a device to allow single slides to be shown. This is made possible by a removable projection gate which also allows slides to be edited within the magazine.

It can be seen that many of the mid-price range projectors offer a range of features. Their main advantage is a small reduction in performance and durability over more expensive projectors. Continuous operation of mid-price machines is not recommended. In fact some manufacturers state this in the user instructions, but with a little care the machines can provide good service. A worthwhile extra to protect domestic type projectors is a carrying case.

Some distributors of automatic slide projectors:

- Gnomme Photographic Products, Gnomme Corner, 354 Caerphilly Road, Cardiff CF4 4XJ
- Highgate-Dufay Limited (ENNA Projectors), 38 Jamestown Road, London NW1 7EJ
- Hanimex (UK) Limited, Hanimex House, Dorcan, Swindon, Wiltshire SN3 5HW
- Kodak Limited, P.O. Box 66, Kodak House, Station Road, Hemel Hempstead, Herts
- E. Leitz (Instruments) Ltd, 48 Park Street, Luton, Bedfordshire, LU1 3HP
- Olympus Optical Co. (UK) Ltd, (Zeiss Ikon Projectors), 2-8 Houndsditch Street, London EC1Y 0TX
- Philips Electrical Ltd, 19 Commerce Way, Purley Way, Croydon CR9



Left: The Kindermann 1804; top right: the Kodak Carousel SAV1000; Above top: The Pradovit C2500; and below: the Hanimex Rondette 1500RF

Local colour

M. J. CHALKLEY on the development of the Essex audio-visual aids service

The Essex visual and aural aids service dates back to the late 1940s, when the county established its film library. Since then it has steadily grown, developing a range of support services.

Audio-visual equipment is evaluated, bought in bulk at discount prices, and maintained by specialist workshop staff. The film library now has some 5,000 reels, which are delivered weekly by van to the 800-odd schools and colleges in Essex, plus the London boroughs of Havering and Barking which have kept their old links with the county in this specialist field.

The well-equipped photographic and television sections undertake work of high quality and have long experience of working with teachers. With three advisers in educational resources, and a staff of about 40, Essex has a commitment unparalleled in the United Kingdom, except in the ILEA.

In the past two or three years the Centre has had greatly increased demands upon its services. A principal growth has been the setting up in secondary schools and colleges of resources centres, with sophisticated reprographic facilities. But in the primary sector, teachers have also become more discriminating, wishing to exploit new audio-visual teaching techniques, and sophisticated equipment like colour

television recorders. The Centre has also developed new production work, mass-producing teaching materials for curriculum developments in, for example, careers and in the study of industry and commerce. On temporary problems have highlighted the need for carefully produced local material on this theme.

Increasingly the expertise of a service is appreciated outside education. Recent clients have included librarians, planners, police, the probation service and health officials, and the work load has made it necessary to re-think some of the basic assumptions and to develop new strategies and attitudes.

The service's Centre, which is Chelmsford, has for many years organized in-service training courses for teachers. Advisory staff and other specialists such as the old photographer have spent much of their time instructing groups of teachers in basic audio-visual skills. There is still a need for some of these centrally held courses, especially where access is needed to sophisticated facilities like a television studio, but a more flexible approach is now essential.

Many teachers are faced with an hour's drive to the Centre, and those who need help may be reluctant to undertake such a journey. The logical solution is a

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Encouraging the participation of very young children is a priority

continued from previous page

hold courses in the schools themselves, to include a wider cross-section of teachers, and a more realistic emphasis on the school's own equipment and resources. The short course held in the staff room at the end of the school day has become an important service activity.

Recently Essex schools have spent about £0.3m a year—including substantial contributions from private funds—on audio-visual equipment, and this growth has been accompanied by demands for additional servicing, advice and instruction. It has become essential to identify and support teachers with skills in this field. It may be a question of providing additional support to a primary school where audio-visual methods are well used—knowing that the school will later play an important role in local in-service work. The service's available in-house teachers' centres provide obvious basis for similar development, and the expertise in colleges of further education is equally valuable.

The real priority lies in establishing a pattern of training throughout the county so that expert advice is available not only from the Centre. A network of well-informed specialists has to be built up, in both teaching and non-teaching staff.

Senior secondary school teachers, (assigned Head of Resources, now look after audio-visual equipment, and may be responsible for the school library and the development of teaching resources throughout the school. They supervise non-teaching staff in their recording and reprographics. Their major influences not only on the business-like running of their schools, but also on the quality of teaching.

Close contact is made with these teachers. They often organize in-service work in their schools, and the Centre staff provides useful support. Regular meetings in school resource centres enable newer teachers to learn from the more experienced—and some heads of resources have considerable expertise which they are pleased to share. At a recent one-day conference for heads of resources, more than 70 secondary schools were represented—clear evidence of the value placed by schools upon these developments.

There is a need for training courses in the county for teachers wishing to specialise in this field. The Service is not staffed to undertake this, but is working closely with the Chelmer Institute of Higher Education, which now offers a certificate validated by the Schools Library Association and the Library Association.

The training of ancillary resource staff in schools and colleges is also a matter of concern. In the past it was sufficient to offer a number of short courses giving basic skills to part-time staff in particular, and encourage full-time appointments to take the role of the ancillary staff.

A much more flexible course of study is needed, to meet the needs of the increasing numbers of ancillary staff. The expertise to devise such a course is available at the Centre. The Institute and discussions during the course could be set up in the near future.

But it is now clear that the major role of the Service has to be the support of these members of school staff—both teachers and ancillary—who have chosen to make their careers in this rapidly developing

Computers, personal and impersonal

by D. E. Conway

New developments in computer technology have made the classroom use of computers easy to appreciate. They are now available for all in at least one of the Hi-Fi discount chains, and "personal computing" is here to stay.

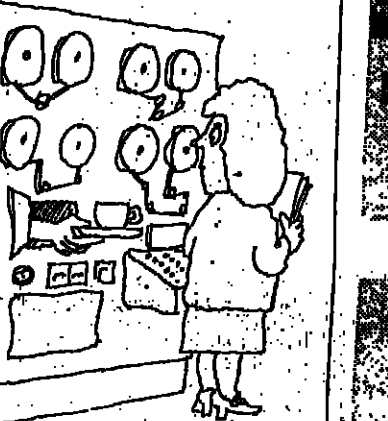
It is opportune that the micro-explosion has occurred when there is so much social pressure to review our school curriculum. The new DES document about the 11-16 curriculum outlines some major issues but fails to appreciate the impact of computing. As a major facet of technological development its relevance to the current social and political situation is something which our schools must explore.

Computing is so much part of everyday life that justifying its importance has been superseded by forecasting the scope and scale of its effect. My main concern is that we educate society so that its future use is sympathetically controlled. Computer power should be used to achieve those objectives which satisfy our needs.

The computer must work for us. The main thrust of this education must fall on schools who are preparing our future citizens. My own contribution is to produce specialists through our HND, BSc and MSc courses who are not only technically competent but aware of the human factor when building a computer system.

There are three ways in which schools can contribute. Many schools now teach computer studies as an option course and in the past few years CSE, O and A level courses have been developed as well as courses in minority studies time, for the 11 to 13 year olds or the sixth formers. With this extensive experience in curriculum development we should now review our courses and by altering their emphasis maintain our lead in computer education.

The non-vocational philosophy of the courses is biased with an important desire to make the subject practical. In music one is expected to play an instrument and in computing one must use the computer. At present most courses are dominated by program writing, using so-called simple languages. Often this means that after hours of endeavour spread over several weeks the pupils succeed in getting the computer to add two numbers together—something which can be done on a £5 calculator in seconds.



By using powerful (and well written) software the pupil could achieve more significant results and develop an awareness of the concepts of information processing. The tasks may still be rather artificial, using critical path analysis to re-schedule the painting of a house, but the speed of processing and the comprehensive nature of output is obvious. More interesting software is available and if used in an appropriate way, special software simulations and games can lead to a sensible view of the potential of information processing.

Now that data bases are becoming more readily available it is possible to include sensible problems in information retrieval. These will range from simple access of CEEFAX/ORACLE or Viewdata to the use of a special data base, for example the local history pro-

ject sponsored by NDFCAL in Suffolk. EURONET would at present be too expensive but in the next decade who knows? The important feature is that the computer should be seen as a powerful processor of information which the pupil can control. The control is likely to be in the form of requests but the creation of a personal data bank would be very worthwhile. Compare the following:—

● Program 10 Input A	Given 987
20 Input B	and 676
30 Lot C=A+B	this
40 Print C	time
50 End	1863

● Interaction with data base (OU course)

SOLO: DESCRIBE FIDO FIDO

—IS A—DOG

—HAS—PIEAS

—LIKES—HEER

● CEEFAX. Using keyboard like a calculator press P100—this displays the index on the television screen. Having read the index, WEATHER is P150 so press P150—this displays crude weather map on screen.

It is obvious that the second and third examples demonstrate more power and also require much less technical knowhow to operate.

Another area is the use of computers in the teaching of other subjects. The Schools' Council project at Chelsea College, and the schools projects funded over the last two years by NDFCAL, have investigated this area. It is clear that we have only scratched the surface but as with other technological aids, the introduction of computer facilities must be carefully integrated into the teachers' approach to the subject.

It is important to keep an open mind and to experiment as the availability of computer power undergoes rapid change. Have we made use of the intelligent terminal with access to a data base of resource materials?

Many children in school prepare projects in humanities, science, geography. Could they extract their information from a computerized data base rather than rummage through books? Are teachers using simple demonstration packages which can

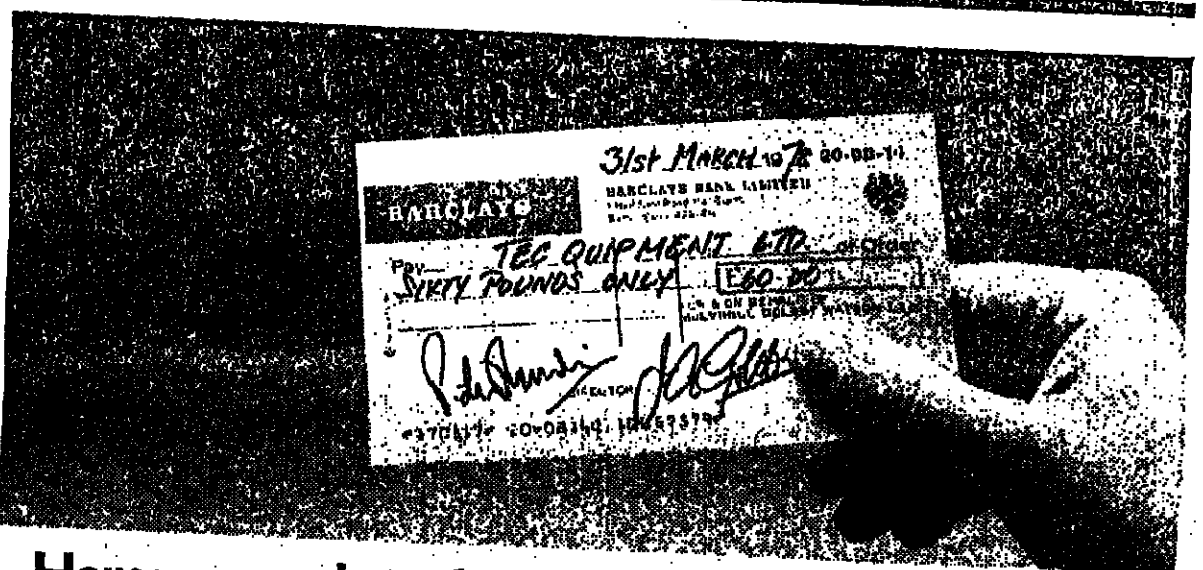
be mounted on a microprocessor and displayed to the class through their television monitor?

The teacher should see this new resource as a way of enhancing the teaching and supporting the subject, beginning with something simple first to get a feel of the potential of computing power. Don't be side-tracked into writing your own programs! Get a programmer to do it—some I.E.S. have staff who are providing this facility for teachers.

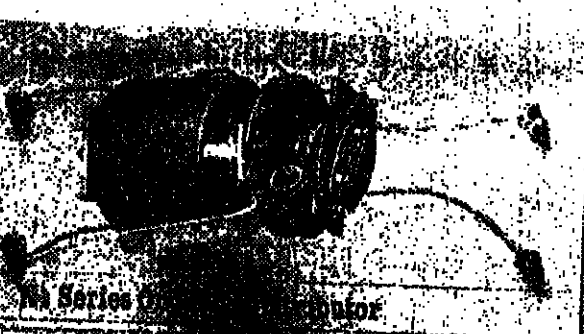
The other aspect of computing which has received little attention (except as a facet of some computer studies course) is its social and political significance. It is recognized that we must educate our future citizens to have a political awareness and those concerned with this should be aware of the impact of computing.

In recent years there has been an emphasis on environmental issues in which technology is presented as a rampant evil which needs controlling. Political studies have concentrated on the problems of individuals in a democracy and have emphasized human rights.

continued on next page



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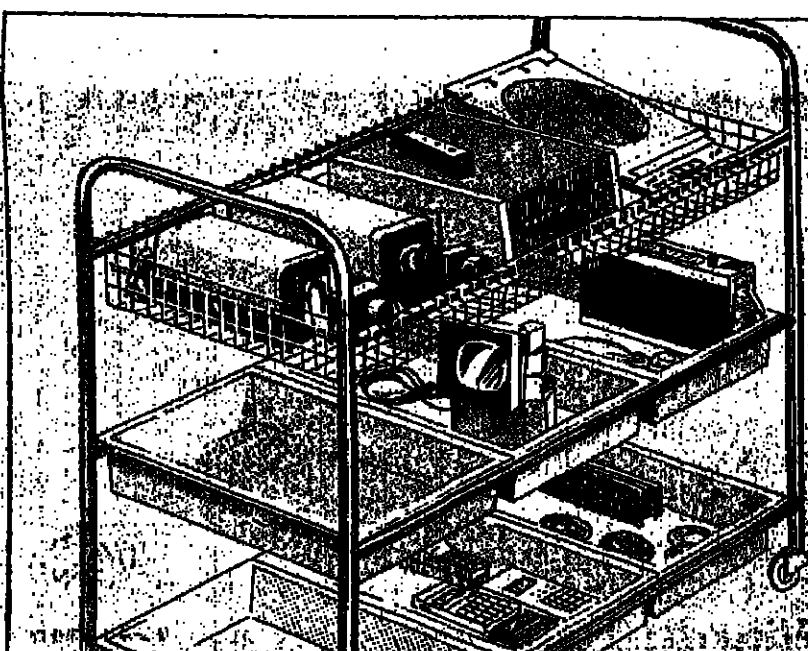
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continued from previous page

Computers need to be studied in this context. They will have a large scale effect on our participation in government? Will distributed intelligence speed up automation and affect our jobs? What is a robot?

Without much effort the social sciences teacher can during such discussions illustrate the points by using computing power that is easily accessible. Pupils could examine the computer based careers service now offered. Social values are built into such a system and the class may wish to debate the evolution of a system where selection is automated and everyone is suited into the "right" job.

Alternatively the class may study more widespread systems such as those used by the Health Service, and consider how the ability to retrieve information after an accident might assist carrying an identification card. What are the implications of a national register? Similarly a fruitful discussion could develop about why local authorities do not use the computer systems to help people to claim their social security benefits rather than checking up on those who are cheating.

These three aspects of computer education all imply a more readily available computing facility. The situation is changing fast but it is encouraging to note that computer power is becoming cheaper. It is still worth getting advice if you decide to try to get access to some computing facility. This can be obtained from many sources. Your local authority could have advisers who can help or they may put you in touch with some local institution with specialist knowledge. There are some independent sources such as the Computer Education Group or the British Computer Society. These bodies are always able to put you in touch with someone in your local area who has some experience.

The present situation offers three simple methods. The most common facility available in schools is the on-line terminal. This is quite expensive costing around £1,000 originally (plus 10 per cent a year maintenance) and usually involving telephone call charges when connected to the computer. It can be effective for demonstrations but is poor for learning how to program as pupils are very slow users and it can only be used by one at a time. For about the same price you can now obtain a microprocessor. If you buy the right model, it can be used as a terminal as well as acting as a stand alone computer. These

models are rather primitive and support a simple compiler like BASIC. Again the main difficulty is that it is a single user computer and, therefore, is best used for demonstrations. It could be excellent for the enhancement of subjects like maths if you can get right software for it.

Finally, you have batch processing at some central facility. This has recently fallen into disfavour because of the remoteness of the computer but it is still the best way to make use of the computer and more closely matches the access which most people will have. The



main difficulty is preparing data. Most L.E.A.s can provide this service but do not give it the necessary priority. As with the other methods the costs are important but now are almost entirely centred on preparing the data and getting it to the computer centre.

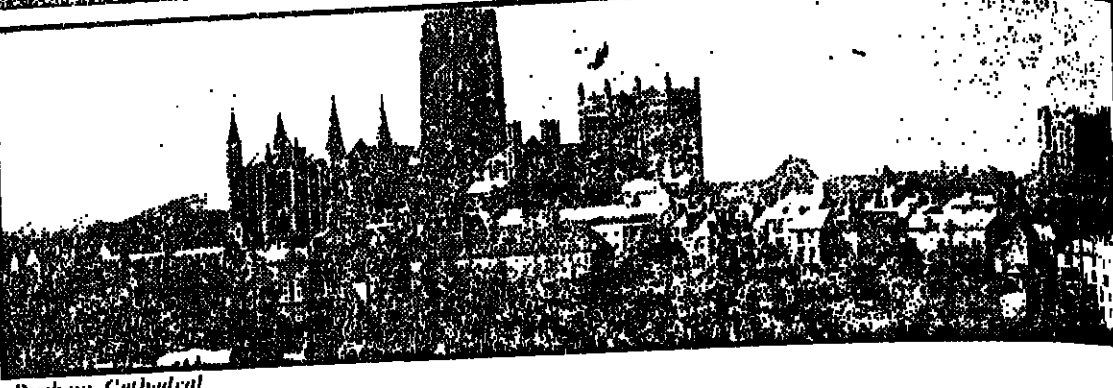
Processing costs are usually very small but providing someone to translate the written data into machine readable form is expensive. This has been avoided by various forms of pupil prepared data, e.g. mark sensed cards. Bottlenecks can be reduced by the use of sophisticated packages.

The purchase of a microcomputer (£8,000 plus) for a school is unwise if it is not only expensive but brings no advantage over the micro-processor and requires a great deal of attention. If you enhance the system to operate in a timesharing mode as is done in some further education colleges you must be prepared to pay the management costs as well as the capital, e.g. £1,000-plus for each terminal.

Finally, a tip for schools who want to encourage pupils' access. The term-time at polytechnics and universities does not coincide with those at school and a day visit to such institutions when their students have left can give you access to powerful facilities.

It is depressing to have to finish on a sad note but it is clear that many L.E.A.s are not prepared to take advantage of the present changes in technology. The greatest problem for teachers is to bring themselves up to date in computing. Although in-service courses can easily be mounted, the L.E.A.s are not willing to pay for the course, the expenses of the teachers, or the cost of replacement staff. As usual, short-term economics are blinding us to the needs of the future.

Professor D. E. Conway is the Head of the School of Mathematics, Computing and Science at Leicester Polytechnic.



Durham Cathedral

Cathedral collections

JOHN H. HUGHES describes the local production of resource materials on Durham Cathedral

There is a growing demand from teachers for appropriate resource materials for mixed-ability teaching and independent learning. Commercially produced materials go some way towards meeting this demand, but usually they are geared to topics of national and international significance.

In County Durham the call for local materials has been answered by teachers themselves, working with other interested parties, and with the support of a county education committee. A number of packs of resource materials have been produced covering such subjects as local coal industry, the Stockton and Darlington Railway, and the Venerable Bede.

The most recent effort by the Joint Curriculum Study Group—essentially a body representing the interests of the various single-subject study groups—has been to produce two collections of resource materials on Durham Cathedral for every school in the county. A consideration of some aspects of the project may encourage teachers and others to produce their own educational resource materials.

There are two packs of cathedral materials. The first collection was intended exclusively for school use. It was issued in an illustrated format, which could also hold any materials produced by the schools themselves. Included were units of work prepared by the county's history, English, science and religious education curriculum study groups to help meet specialist subject needs, a collection of arrangements for a visit to the cathedral together with a pictorial guide and ground plan, a pictorial chart of historic County Durham, a time chart, illustrations and notes relevant to the tape-recordings and collection of 50 slides which were made available by the group for loan through the county audio-visual aids service, and some suggestions for art and craft work based on the cathedral.

The county printers were able to do much of the printing of the materials sent only to school; the Derlington Teachers' Centre duplicated many of the colour slides selected by the group for its collection; and the county audio-visual aids service not only cooperated in arranging for tape-recordings and slides to be conveniently available on loan to teachers but also accepted responsibility for the considerable task of distributing the printed resource materials to every school. Arrangements such as these, with their savings in time, money and worry, make it a very important part in any major curriculum development exercise.

One of the earliest decisions reached by the group was to establish a design team with responsibility for the final appearance of all the materials as well as for the production of appropriate illustrations. When a number of people are involved in creating work cards, posters and so on, an obvious danger is that the completed collection of materials will lack unity. In the event there was much more work group expected, particularly in connection with designing the posters. More than 100 illustrations were drawn to order by the design team. The team was also much involved in the vexed question of duplication. With any committee publication there is inevitable duplication of pic-

torial material may be less able, and where this is inevitable care must be taken at least to vary the size or colour of the illustrations duplicated.

The medium may not be a message, but the resource must have a visual appeal if the content is to be fully appreciated. Specially commissioned illustrations are particularly valuable for subjects. They also offer most cost advantages compared with photographs, although the pack was fortunate in being able to use both its own and copyright photographs at modest expense.

No less important than the appeal of the materials is the relevance to classroom use. Materials such as work cards, posters and slides should be tried before being offered to a wide audience. Materials produced by curriculum development groups of little value if, like pamphlets, they are rejected by their recipients.

Representatives from all sectors of the educational world, as well as other interested parties, played a full part in the Durham Cathedral project. Lecturers from colleges of education were invited to Durham University, however education, at a professional level, and students with the discipline of education. Members of the county's advisory committee, interested in the project throughout, were also made by individuals professionally associated with Durham Cathedral and by others with specialist knowledge of important aspects of the cathedral. Staff at Radio Newcastle also helped.

If resource packs help to break down barriers between subjects and between schools, and the county world, their production can be a most valuable advantage of working together. The county's curriculum study group, with earlier curriculum development work, has been a success in this respect.

The policy of producing the materials in the form of a pack available to the public has been a success. The group has been able to make a point of making the materials available to all schools in the county, and the county audio-visual aids service has been able to make the materials available to all schools in the county.

With more than 100 illustrations involved in the project good organization was essential. The group appointed as its secretary the warden of the Durham Curriculum Development Centre.

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Dockland brief

ERNEST MILLINGTON on the production equipment used to produce local materials in Newham

The London Borough of Newham has developed and declined in direct proportion to the rise and fall of the Royal Group of docks, all of which lie within its boundaries.

For many years the docks were the main local employer of labour and brought with them many industries, like flour-milling and sugar refining. As the London docks have declined with the development of containerization and the need for deeper water ports so have the dockside industries closed down and moved away.

It is not surprising that teachers have expressed a growing need, not for general materials on the topic of docks and ports but for very specific information on the Royal Group, in a form which can be used in teaching geography, history and social studies.

In reply to this demand the L.E.A. released the head of the geography department of a comprehensive school, at first for one day a week and, later, for half a day to research the geography, history and statistics of the docks. A working party of geography teachers from other schools met regularly to test materials as they were researched.

The teachers' centre became involved since there was a clear case for the production of a pack which can be made available to any school in our own or neighbouring boroughs. This pack will be distributed early in the September term. It will include: a map of the Royal Group of docks; an introductory leaflet; a 40-page teachers' guide; a 36-frame colour film strip; a commentary on the film strip spoken on cassette by a local dockworker; a transcript of the commentary for more detailed study; a packet of 25 A4-size original black and white photographs with detailed notes; a glossary of dock terms; a bibliography;

a leaflet suggesting some ways in which the pack can be used in the classroom.

The pack's authors aimed at absolute accuracy and authenticity. Dick East, who led the project, has an extraordinary recall of dates and data. Through the Port of London Authority he was able to meet workers on the docks. We were also able to send in a team which included Chris Morgan, deputy warden of Newham Teachers' Centre, with permission to take photographs.

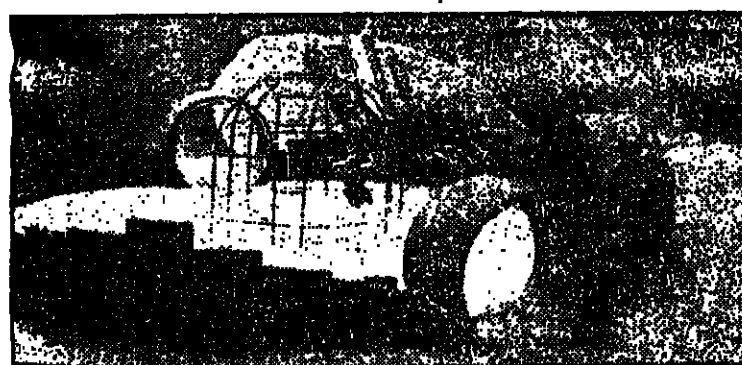
Twenty-five black and white and twenty-six coloured pictures were chosen from the 500 taken and developed. Even with an excellent photographer using good equipment a use-rate of 10 per cent is high.

Dick Emmings, a ganger in the local docks, agreed to make the tape and the result spoken in a rich Cockney accent, has the supreme merit of authenticity. The recording was made on a Landberg, care having been taken to set it up in the nearest we could get to soundproof conditions.

The Slide Centre, 143 Chatham Road, SW11 proved extremely helpful in the production of slides and the black and white photographs were screened and enlarged on a Copy Lyn camera from which we make plates to run them off by offset litho on our Rotaprint LTH.

The documents were typed on an old Olivetti Editor 5 which allows the right-hand margin to be equalised. It may seem a small point but good black type neatly laid out makes all the difference when you put the duplicated word in front of the critical young.

Each set of supporting documents was printed, and a different coloured cover prepared for each title to aid retrieval. These were collated and packed in sets in tidy boxes and stored for distribution.



Slides from a pack in the series Cambridge Resources for English Teaching from Cambridge University Press. The material is on the same Friends and Enemies and consists of slides and a book.

Reference source

An Encyclopaedia of Educational Media: Communications and Technology is to be published by the Macmillan Press Ltd later this year. It will be edited by Derrick Unwin and Ray McAleese.

The book is described by Macmillan as a comprehensive reference source which gives detailed information on the complex range of educational media, research data, and to communication available to all those concerned with educational media.

Slide-tape in careers education

Suggestions on the effective presentation of slide-tape programmes for careers teaching are contained in a new leaflet produced by the Institute of Careers Officers. There is general advice for the beginner about the elements of programme construction and script writing, suggestions about equipment, the type of pictures to go for, timing and other refinements of a professional style.

Slide/Tape: Presentation in Careers Work is by Tony Charles, a careers officer. It is obtainable from the Institute of Careers Officers at Old Board Chambers, 37a High Street, Stourbridge, West Midlands and costs 75p.

Media Yearbook

APLET (the Association for Programmed Learning and Educational Technology) has just published its second International Yearbook. APLET claims to provide for interests in all aspects of education and training, as they relate to educational technology.

The Yearbook has sections on trends, current state of the technology in many countries, British programmed materials and AV media. The Yearbook costs £11 and is published by Kogan, Page Ltd, 116a Pentonville Road, London N1 9JN.

Among the recent publications of the Council for Educational Technology is Resource organization in primary schools, by Cecilia Gordon. Ms Gordon starts from the assumption that primary schools do not have resource centres or very many materials, and she offers suggestions on setting them up in classrooms and halls as well as in classrooms and libraries.

There are chapters on purchasing, maintenance and cataloguing as well as in-service training and sources for materials. The book costs £3.75.

Another recent CFT publication is a working paper, Open Learning Systems for Mature Students. This discusses the possibilities of using multi-media systems to combine "teaching at a distance with face to face tuition" as suggested in the Russell report. The large section of appendices gives case studies of widely different types, from marine engineering to an O level project.

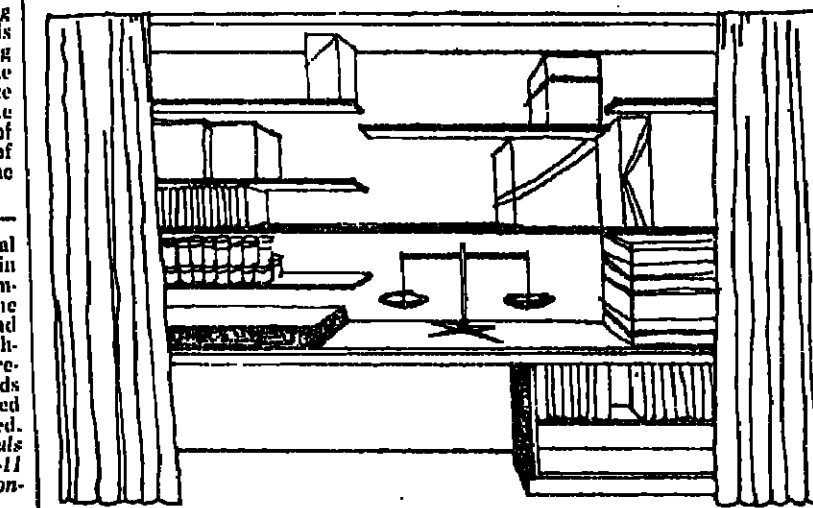
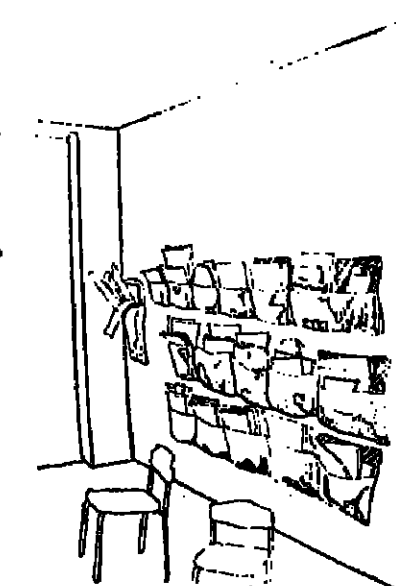
The British Electrotechnical Approvals Board was formed in 1960 as a non-profit making company which aims to safeguard the general public by testing and proving electrical and electro-mechanical equipment to the safety requirements of the British Standards Institute. A list of their approved equipment has just been published. British Electrotechnical Approvals Board, Mark House The Green, 9-11 Queen's Road, Hareham, Walton-on-Thames, Surrey, KT12 5NA.

Furniture arrangements

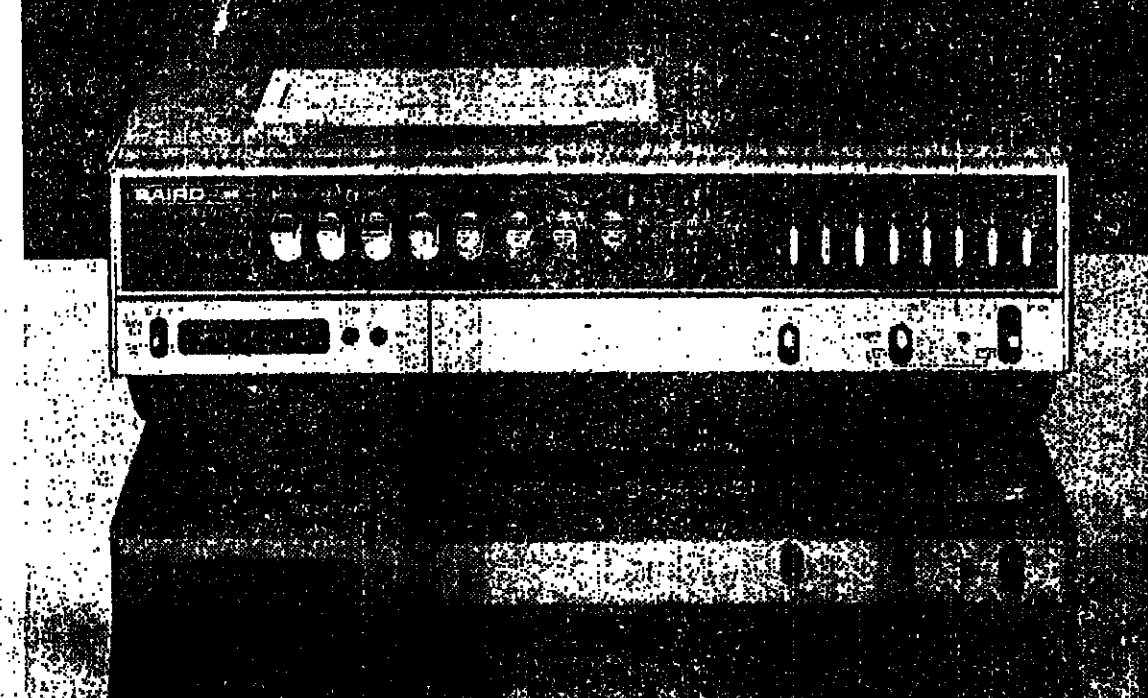
Salop County Council has produced a guidance brochure for primary teachers on the arrangement and use of furniture in classrooms. Class Based Management includes chapters on primary school design and suggests ways in which space can be saved and items displayed and stored.

Salop Education Offices, Shirehall, Abbey Foregate, Shrewsbury, Salop SY2 6NF.

Right: one idea suggested in the guidance booklet. The pouches are made from hessian, cotton, leatherette or card, in fact any material which is sufficiently resilient. They can be used either like a personal tray or a tray used for general storage, but take up less space. Below: a sketch to illustrate how adjustment of shelves and the organization of material can make better use of shelving space. Other storage units could be made redundant by transferring their contents to this unit.



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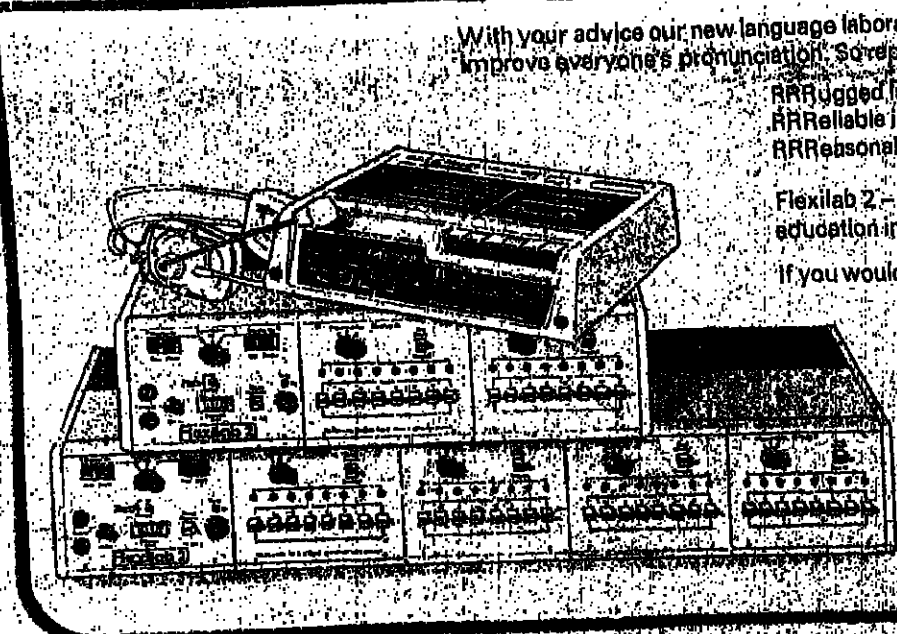
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Community focus

SUE LYNAS on the Blackfriars Settlement Photography Project

The Blackfriars Settlement Photography Project was one of the earliest, and surely one of the most successful, community photography projects. Such ventures often depend on the energy of the founders and do not survive when those keen spirits move on. So it is reassuring to see that despite the departure of Paul Carter, who founded the project with the help of a Kodak grant in 1973, photography still has a vital and expanding role at Blackfriars.

Proof of this was demonstrated at a recent exhibition at the Half Moon Gallery. *Using Photography* comes two years after the highly acclaimed youth photography exhibition *Doing Photography* which toured Britain. In the new exhibition the aim is to show the possible applications of photography in the community, the emphasis is on its usefulness as a tool of communication.

The project has two chief areas of work—teaching basic photographic skills, and provision of a photographic resource service for the inhabitants of North Lambeth and North Southwark. The main activities revolve around the youth group which caters for 10 to 18-year-olds, the pensioners group (still being developed), the organization of crash courses (two-day or six-session) and the community photographic service which will take photographs for other groups. Groups use the facilities in

various ways, as in the case of the literacy group. On the one hand photographs provide a focus for discussion which will end with a written description. Tutors take their own photographs for specific needs; many students work in the local hospital and others attend as patients, so shots of the confusing hospital signs were taken so that they could be interpreted and explained. Students themselves took photographs, learnt how to process them and wrote about the experience. It obviously made a big impression, and some members of the group had a piece on photography published in the literacy newspaper *Write First Time*.

In an area where the housing conditions are not ideal, much work done with tenants' associations. Photographs can provide damning evidence in cases brought before the rent assessment panel—running damp, peeling wallpaper, slippery steps and broken windows are some of the depressing images shown. Shortage of play-space is another issue and this has been documented by local mothers. Again the evidence is grim.

Not only still photography is used, tape-slide programmes are prepared for various campaigns. A tape-slide show was used to get the movement off the ground and a revised version is being prepared for the public enquiry. Students seconded to the settlement often integrate photography into their work. One student researching the provisions for the single homeless made a study of a local women's hostel. While the place was clean and well run, old photographs could show the bleakness, the overcrowding and the lack of privacy.

Overcrowding was an issue to some of the pensioners working at the local day centre and they mounted a display to show their cramped conditions. Another member of the group printed up old negatives to provide a slice of local history. Work with pensioners is an area which the photography coordinators would like to expand, but standing around in the darkroom is often tiring and in the winter many old people prefer not to venture from their homes in the evening.

Young people, however, continue to be engaged in a variety of photographic projects. Some volunteer to take photographs for local campaigns, like the two girls who mounted an exhibition on the South Bank Polytechnic nursery when it was threatened with closure. But not all the work is propaganda. Usually children start by photographing their family and the exhibition features a family portrait by Shazad Khan, a picture which delighted both his family in London and his relatives in Pakistan.

Storyboard displays are popular, and one girl produced a sharp parody of the teen magazine ads in which a girl is seen as a failure because of her acne/bad breath/bairy legs until her best friend takes her aside, provides the instant remedy and she ends up the most popular girl at the disco. In *Spot on Failure* the best friend is a viper, the magic potion causes instant disfigurement and, competition eliminated, the best friend gets the boy.

A very personal display looks at one boy, now aged 14, who has been around the settlement since he was five. During this time he has attended many schools, been in care and received intermediate treatment. Photographs of and by Kevin during this time accompany his own words on photography and what it means to him. It is a moving piece and contains some of the strongest photographs in the exhibition.

Photography is also used with young people attending the court order group. Polaroid shots are taken to introduce members to one

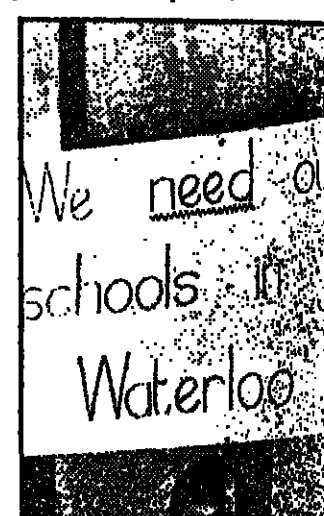


Above: photo from an exhibition produced by two teenagers as part of a nursery school campaign. Below: a picket at County Hall.

another and to overcome awkwardness. Individual portraits are used in discussion of self-image, why one boy wants to be seen as tough, or to demonstrate to the girl nicknamed 'sack of potatoes' how rarely she smiled.

The exhibition lives up to the promise of its title and would be useful to people wishing to embark on similar projects and teachers who want to extend photographic activities with school children. It is not a stunning visual display, I came away with few strong impressions of the photographs, but rather of activity and application and of people working together.

"Using Photography" is available for hire from the Half Moon Photography Workshop, 115 Roman Road, London E1, telephone 01-880 8798.



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TALKBACK

For want of flexibility

Chris Webb

On the edge of the M41 stretch of motorway by the Shepherd Bush roundabout, the Edward Woods Estate stands. It has many of the features which characterize these high-rise follies of the 1960s, not least that it has no real commuting facilities for the population of some 2,500 people.

These deficiencies have been compounded by long-standing blight that has afflicted the area due to procrastination over motorway proposals and other developments. On top of this the estate has far more old-age pensioners and single-parent families than would be expected, and the lack of a social centre is particularly poignant for many people in these two categories.

Some time in 1976 the tenants' association of this estate began a campaign to rectify this situation. It began with a large lobby of tenant opinion working with the Notting Dale Urban Studies Centre. From this came proposals for an Urban Aid application and the election of a tenant project committee to manage the whole affair.

Some expected help from an architectural school fell through and the tenants were forced to seek

funding for professional fees, labour, and increased capital costs from elsewhere. The then Labour administration of Hammersmith backed this tenant initiative, through Urban Aid, until by mid-1978 the group had raised some £140,000 for capital and professional fees.

Labour costs were sought from the Manpower Services Commission,

under the then Job Creation Programme. The whole project seemed right for the criteria laid down for the commission to begin to work. This small but sophisticated project needs more than 400 man weeks of skilled craftsmen to be completed. They would have a double function of both building the centre and teaching the unskilled youth. But where in London does one find a bricklayer, a carpenter or a plasterer for the princely sum of £54.80 a week, gross? We have

been told by the vacancies supervisor of West London Exchanges that the minimum wage for these crafts would be at least £80 a week!

So at this moment, we have a building site, foundations laid and a steel-frame arriving. Once this has been erected the site will be paralysed and some £60,000 of public money will sit in the ground for want of a sufficient wage to attract skilled craftsmen from the labour exchange. The group of young blacks on site will have to be put off, and the estate will wait even more years for the facilities that should have been there in the first place.

What on earth is the TUC and Government doing in producing a set of criteria which jeopardize a project like this? Their new youth schemes are all very much training or work experience—mere shadows of a real job and with no employment prospects at the end for many of the young persons involved.

Yet, a real building, needed desperately by a community and providing a range of skills both social and craft as well as employing a good many people, is jeopardized. All that is required is an intelligent flexibility, so that the 3.4 per cent of total project costs that is needed to boost the craft wages up to a reasonable level can be found, some £8,000 out of £240,000.

If the advertising for the Manpower Services Commission is to prove itself other than a cosmetic number game, then these issues must be met and this particular example of tenant initiative rescued from the never-never world of government logic.

Chris Webb is director of the Notting Dale Urban Studies Centre.



Cypriot deaf school

Margaret Gilchrist

Just over the hill, where the Turkish flag flies, is the lovely new School for the Deaf, Nicosia, achieved after many years of hope and work.

When the Turkish Army invaded in 1974, the school and its work cooperative were taken, and for more than three years the children and adults lived as refugees in tents. They boast that in spite of the bombing and the losses, the school never lost a day.

Now they are back in more solid buildings, a line of huts as class-rooms, a two-storey building as dormitories, and social rooms and a large factory for cooperative furniture-making. They also tell of contributions made by deaf schools and associations in Britain whereas their total aid from the US was \$40.

During their tented years Mr Markou, the director, feels the school to live without "frills", to be a real community. He believes that can be retained. Everything in the school says this is so.

There are no frills now, little hardware or equipment, but the standard of language is superb, the standard of language achievement remarkable, and the skills of the staff, who have worked in impossible conditions for so long, outstanding.

To the new "library" just opened, the oldest group worked on Greek literature, and when asked to read it, they read it in English as well as in Greek.

high standard. These were young people who had spent their learning years in tents.

The dormitories, except for beds, are unfurnished, as are the other rooms; but the furniture will come because the cooperative will produce it. The factory, fully commercially viable without grant aid, produces beautiful traditional Cypriot furniture, carvings, and all kinds of woodwork.

They are already renowned for their work and have large orders on the books, employing adult profoundly deaf and some hearing workers. It has been a struggle to equip, to start again, and much remains to be done, but the achievements of this cooperative are the envy of many throughout the world.

The philosophy which has created the enterprise permeates the school. Mr Markou, himself a refugee, talked of being "liberated" of all possessions, not as a sad, Cypriot joke, but with a profound understanding of all this implies.

His world is the world of those with special needs, his imagination for years has reached out to ask "what can they do?" and never to ask "what cannot they do?" the result is everywhere as I have done so often in good times and bad, to not only to be moved by the enterprise of the Cypriots to rebuild, to open up infertile land in the remaining part of the island, but above all to meet those in special need, always a race to gain some idea of what has been achieved during these awful four years without comforts, fills, money or a roof over the head, and to feel inspired and hopeful in spite of the madness of the world.

We hope to help pupils come to an understanding of themselves and the community, through a study of man in society in both past and present. Pupils are encouraged to be tolerant, to develop a respect for individual human beings, and to be aware of those pressures which reduce human freedom.

Margaret Gilchrist is Senior Lecturer in Education, College of St Mark and St John, Plymouth.

Studying man

Sheila Ginn

For five years our college, with the help of advisers and the backing of the Cambridge University Department of Education, has pioneered a stimulating humanities course.

It has cheerfully faced all problems: how to convince sceptical governors, how to explain it to parents, how to answer the frequent comment: "What is humanities?" We never did. If when we were at school, above all, it has faced the issue of how to sustain a vigorous, challenging and demanding interdisciplinary course in the first three secondary years.

It is a fully integrated course across the normal subject boundaries of English, history and religious education. The aim has been to break away from subject boundaries and give pupils a course which studies man in all his aspects—language, literature, beliefs and history.

We hope to help pupils come to an understanding of themselves and the community, through a study of man in society in both past and present. Pupils are encouraged to be tolerant, to develop a respect for individual human beings, and to be aware of those pressures which reduce human freedom.

Margaret Gilchrist is Senior Lecturer in Education, College of St Mark and St John, Plymouth.

In place of traditional subject-based methods, our pupils work in mixed ability groups, pursuing inquiries into themes that cut across the subject barriers. They all study humanities as a core subject throughout the first three years in their groups, from which pupils of lower ability or with special problems are withdrawn. During these years the time allocation is five periods of 70 minutes a week and, as far as possible, each class remains with the same teacher.

Most of the work in the first three years is resource-based, with a variety of activities going on at the same time in small groups, or individually. The department makes heavy use of audio-visual aids, in attempting to give a structured course for all levels of ability.

With such methods, staff can give individual attention to pupils, or vary the system. For example, emphasis is put on a high standard of written work; there are regular grammar lessons; and all pupils are encouraged to read as widely as possible—they are expected to cover three books a term as a class, together with two more of their own choice.

In the fourth and fifth year, because of O level and CSE, the course is divided. English with three periods of 70 minutes covers O level language and literature, and CSE English; humanities with the same time allocation covers O level and CSE history, and CSE social studies. After some experiment in mixed ability grouping, the fourth and fifth years are now banded into two groups of two classes.

The humanities work in the fourth and fifth year follows chronologically from the third year's work, thus eliminating the hopeless gaps which occur in so many history courses. Suitable O

level and CSE syllabuses cover the main part of the humanities work.

In addition to their academic studies, fifth year pupils undertake community service one afternoon a week, visiting the old, the mentally handicapped, and physically handicapped children. Also linked to the social studies part of their humanities work is a two-and-a-half-day school-to-work conference organized by the careers department, in which many employers take part.

The scope for creativity is vast and there is great depth and width in discussions. The interest generated extends to all abilities where the pupils find they have something to offer the group. The benefits of individual attention are enormous, and there is ample room for individuality. The outline syllabus is flexible enough for each individual to teach in his or her own way.

Some have a greater flair for ideas and others for more practical skills, so all members of the team use their own skills for the benefit of all. Through regular weekly meetings, ideas are shared, work prepared and problems solved.

There are, of course, drawbacks: the work load is heavy, and one teacher worked out that for each year group she should be doing 40 hours a week marking—but you can make statistics work whichever way you like!

The content of the syllabus seems to expand like nuclear waste, and we need constantly to reassess what we do and how we do it. We produce all our own materials, and time again becomes a problem. With mixed ability groups another problem arises: how to keep the size down to approximately twenty-five?

Sheila Ginn is head of humanities at Swanagey Village College, Dorset.

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(London Borough of)

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Teachers

ENGLISH, MATHEMATICS, SCIENCE

Graduates: Up to £8,580 (married)

Non-graduates: Up to £8,404 (married)

Inclusive of TAX FREE supplements*

*Must have Degree plus Post-Graduate Certificate or recognised Teacher's Diploma plus at least 3 years' teaching experience and salary qualifying.

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*The British Government pays TAX FREE supplements to British Nationals. These supplements are reviewed annually but at the present time are up to £2,588 (married) and £3,308 (single). The salary quoted is at the current exchange rate with the Kwacha, and subject to fluctuation.

As well as salary and supplements you will also be entitled to a TAX FREE terminal gratuity, low cost accommodation, and low cost transport. Together these add up to exceptional real earnings. The salary quoted is the maximum on the scale and starting salary will relate to qualifications and experience.

For those receiving supplements the British Government also gives supplement grants, education allowances, car loans, medical aid and assistance and free holiday visits for children educated in Britain.

For further information please send full personal/professional details (without obligation and in total confidence) to: Recruiting Office, Zambia Education Commission, 7-11 Cavendish Place, London, W1.



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The Institute of Grocery Distribution is involved with research/education and training for the UK food/grocery industry. An interesting opportunity has arisen for a Senior Education Officer to lead an enthusiastic team, concerned with providing further education, mainly through home study courses, to food industry personnel.

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Dr John Beaumont
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EDUCATION COMMITTEE

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Applications are invited from suitably qualified and experienced persons for posts in the following residential child care schools:

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Team Leader: R.C.C.O.10 £2,875-£3,163 plus £312 p.a. supplement (Ref. E82)

Team Leader: R.C.C.O.11 £2,875-£3,163 plus £312 p.a. supplement (Ref. E83)

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Team Leader: R.C.C.O.16 £2,875-£3,163 plus £312 p.a. supplement (Ref. E88)

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Team Leader: R.C.C.O.25 £2,875-£3,163 plus £312 p.a. supplement (Ref. E97)

Team Leader: R.C.C.O.26 £2,875-£3,163 plus £312 p.a. supplement (Ref. E98)

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YOUTH AND COMMUNITY SERVICE continued

HARINGEY

YOUTH & COMMUNITY SERVICE

Required for the purpose-built Haringey Youth Club, which has facilities including a swimming pool, sports hall, and a canteen.

The successful applicant will be a qualified social worker or counsellor with experience in youth work and community service.

Salary and conditions of service will be in accordance with the N.A.S. range 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Applications and job descriptions from: Mr. P. J. K. W. Further Education Division, Haringey Council, Haringey, London, N4 3JH. Tel: 01-861 3150, ext. 3151.

Interviewable within 14 days of appointment of advertisement.

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NORTHAMPTONSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

ASSISTANT YOUTH WORKER

Applications are invited from suitably qualified and experienced persons for the post of Assistant Youth Worker in the Youth and Community Service.

The successful applicant will be a qualified social worker or counsellor with experience in youth work and community service.

Salary and conditions of service will be in accordance with the N.A.S. range 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

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Cinema

Extra curricular

Jane Mercer on a controversial film

Nighthawks is a film made by homosexuals about homosexuals. Although not made specifically for homosexuals, it will undoubtedly find its largest audience in the gay world which still, despite the appearance in recent years of several films on the subject, deserves a certain frisson from the delineation of homosexual society on the screen. The film, however, was made with a much wider audience in mind and one which in conventional terms some people might find rather shocking. It is about a gay teacher in a comprehensive school and in addition to getting the film as wide a general release as possible, the producers, Ron Peck and Paul Hahm, hope that it will also be seen and used in schools like the one portrayed in the film.

Whether or not this hope will ever be fulfilled is of course a very big question. With the whole business of child pornography in the public gaze at the moment, any mention of homosexuals and schoolchildren in the same breath is asking for trouble. The making of the film gave an indication of what might lie ahead. Peck and Hahm were welcomed to the school at several points until they revealed that their leading character was gay, and then found all doors closing extremely rapidly. They had

to arrange their own classes with the pupils portrayed by youngsters related to people working on the film. Already one popular daily paper has latched on to the controversy potential of the film and has written about it (sight unseen, of course) as a "shock film" in which a gay teacher "instructs his class in homosexuality".

Nothing could be further from the truth than there is undoubtedly a strong sense of shock when the school teacher is confronted by an aggressive, antagonistic class of shouting adolescents challenging him to admit his homosexuality. His acknowledgement to them that he is "bent" and his attempt to deal calmly and positively with their barrage of giggling, prurient and ignorant questions is the climax of the film and is only shocking in the newspaper's sense of the word if you believe in not telling children the facts of life until it is too late.

The area which deals with the reaction of the "normal" world to homosexuality is the film's strongest suit. Where it is less powerful and less sure is in the chronicling of the teacher's life outside school, which picks up his boyfriends and the proportionate amount of the film which runs for nearly two hours, is spent on the fluctuations of his sexual and emotional life, and the relationship of some of the scenes, especially in the club and disco, may alienate or bore non-gay audiences.

Undoubtedly, there is a need for a serious film about homosexuality and a need for a wider and more open discussion of the particular problems which the kind of double life led by the protagonist of *Nighthawks* causes. There is a whole area between the butterfly-on-the-wall and provincial closet-queen syndromes which this film begins to explore.

What it does in addition is to raise a number of non-gay issues—loneliness, prejudice, concepts of normality, the interaction of public and private moral codes, the development of relationships. Despite its occasional longeurs, this is a film which could trigger off wide-ranging and fruitful discussions about a number of important social, emotional and moral questions. It remains to be seen whether or not the attitude of most educators is that of the fictional headmaster in *Nighthawks* who tells the teacher after his gruelling dialogue with the pupils, "the place for that kind of thing is the sex education class". In my view it would be a pity if this were so, just as it would be a pity if gay audiences in a London art-house cinema. It has its premiere at the Edinburgh Film Festival later this month and one can only echo its makers hopes of the widest possible audiences for the film.

Nighthawks is produced by Nashburgh Ltd, 11-15 Romford Road, London E2 (01-581 3770).

Radio

Hear all about it

Ann Jones

Reading is a very personal pleasure, and attempts to settle the uncomfortable down with a book often have an uncomfortably paralyzing ring to them. There is a nasty suspicion at the back of the victim's mind that this activity is meant to be in some way improving.

This results in a curiously defensive attitude on the part of those who think up television and radio book programmes. Nervous lest anyone should accuse them of intellectual elitism, they fall over backwards to prove that reading really is jolly good fun, something that anyone can do.

This attitude came across clearly in the first few minutes of *Bookshelf* (Radio 4), in which Frank Delaney offered an apology for the whole idea of a book programme. "What do people do who don't read books?" he asked ingenuously. ("Listen to Radio 4" one was tempted to reply.) Books, he declared, are there to be enjoyed, a statement which underlines by its omissions the ideas that a lot of people have about reading.

Mr Delaney claimed he was a Barbara Cartland and Harold Robbins fan, and I was sorry that he didn't go on to discuss them, choosing instead *Wind in the Willows*. I am fond of Ratty and Mole, but they are much more respectably literary than the Carpenters.

Bookshelf proved to be an amiable enough half hour, but it suffered from a lack of knowing where it was going. There is a good deal to be said for the old-fashioned virtue of telling your audience what you are going to do, and then doing it. I got worried when I don't know what's coming next—information is hard to assimilate unless it is fed into some sort of framework.

Mr Delaney marched us briskly

through *Wind in the Willows* as a short interview with Robert Penn Warren, author of that other *Bookshelf* favourite, *Drum*. But no sooner was he settled into discussing animals than we were off again, through *Drum*, bookshops, and the rest, to be left for next week.

If *Bookshelf* is aimed at a slightly uncertain reader, *Bookshelf* (Radio 4) is designed strictly for addicts. Forty-five minutes are devoted to one book—and if Robert Penn Warren is the only one, it scarcely tops the list now. In the less, the programme moves superbly, partly because it patronizes its audience, partly because it is consistently interesting and well-researched, but most of all because enthusiasm is infectious. Even enthusiasm for Robert Penn Warren, which I last closed in its fifth form with a sigh of relief.

Like David Malin, the programme's presenter, I always feel quins about *Bookshelf* as it approaches its end. The ability of good skin for tropical island wear. But when I read the book in the fifth form I remained ignorant both of Defoe (first a farmer and government spy, next other occupations) and of his time. A little literary and social history, a little biography, and a little criticism prove to be an irresistible combination.

Something which both *Bookshelf* and *Bookshelf* have in their favour is their complete disinterest in persuading you to go out and buy. The mention of any odd activity as the radio does tend to undermine the price and publisher of some new book on the subject. Occasionally, you have the feeling that you are listening to a dramatist of the autumn lists.

Department of the environment

Tom Corie

The Ancient Monuments of Orkney. By Anna and Graham Ritchie. £1.25. Craighan Castle. By Ian MacIvor. 50p.

The Island Blackhouse. By Alexander Fenton. 80p. HMSO.

There are times when the Department of the Environment seems to be doing rather more than its fair share to encourage inflation. The guide leaflet that cost me 3d a dozen years ago was, last year, 12d, and is today 30p. The guide leaflet that cost me 3d a dozen years ago was, last year, 12d, and is today 30p. The guide leaflet that cost me 3d a dozen years ago was, last year, 12d, and is today 30p.

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Opera

The revealing mask

Patrick Carnegie

Costume is the only one of Mozart's operas to have retained undiminished its power to shock and trouble our moral sense. It has no concern with damnation (*Don Giovanni*) or forgiveness (*Figaro*) but only with that terrible game whereby for a wager two young men disguise themselves and successfully woo each other's fiancée. At the end the original relationships are restored, though with a large question mark hanging over the future.

Coste's disturbing feature is its demonstration of Oscar Wilde's assertion that if you want a man to tell the truth then you must give him a mask, or if all else fails persuade him to wear one. For *Figaro* and *Don Giovanni* really do come to love their "Albanian" suitors and with a depth and intensity which, it quickly becomes apparent, were lacking in their original relationships. Yet at the end they have to take up again the best they can with their original partners.

A recent production by the new Singers' Company at the Riverside Studios, Peter Knapp ingeniously had the piece played as an experiment in pragmatic philosophy. The action was moved to an Oxford garden in 1915. *Alfonso* being quite literally a "don", one who corrects undergraduates' essays by making them prove for themselves that behaviour is subject to no other law than

instability. In his new production at Glyndebourne, to be heard at the Proms on August 9, Sir Peter Hall has denied himself any such single vision and goes all out to be as faithful to the complexity of Mozart and da Ponte's conception as he can. The ambiguities of the relationships are strengthened, the balance between paches and pantomime superbly preserved.

Such innovation as there is directed entirely successfully to the elimination of the clichés which over the years have helped to render the work relatively harmless. Thus *Rococo* costumes are avoided by moving the period forward to Napoleonic times, not least because Peter Hall himself finds that the dawn of the nineteenth century has a much more active, exciting flavour than the sunset of pre-Revolutionary Europe. Don Alfonso is still the sage of the coffee-house, but he is no cynic, has no wink for the audience, and finds himself concerned rather than amused at the progress of events. His fellow conspirator, the girls' maid Despina, loses all part silliness and is instead a tough, no-nonsense lass. The Albanian disguises, far from being preposterous, and finds himself concerned rather than amused at the progress of events.

As for the two sisters, they are no longer aristocratic untouchables, but more like Empire courtisans. This certainly seems near the mark when one recalls that they apparently live

by themselves with no other chaperone than their maid. The opening scene of act two triumphantly shows that these girls have had no trouble in securing the absent officers' military trunks as trophies for their bedroom, where they are up-ended as alms to the departed doilies whose portraits are prominently displayed on top. There could be no better solution to the problem of how, in a decisive episode later on, *Figaro* is able to come by an officer's uniform with which to disguise himself.

All this was extraordinarily refreshing, as were John Bury's settings, architecturally solid, yet capable of the swiftest transformations with the aid of Robert Bryn's lighting. The cast, although far from evenly matched, played marvelously as a team. Stafford Dean (*Alfonso*), Hilary Tinsford (*Figaro*), Maria Ewing (*Donna Elvira*), and Nan Christie (*Despina*) being particularly good. But the real joy of the evening was the superbly idiomatic conducting of Bernard Haitink and the way the London Philharmonic Orchestra responded to it. It is good to know that this very fine *Coste* will go on tour later this year and will be recorded by BBC television for subsequent transmission.

Anyone looking forward to the Prom performance will find that there is a highly unfortunate clash, for Sir Peter's *Don Giovanni* is to be shown by Southern Television that same evening.

Theatre

Singin' true

John James on Paul Robeson

James Earl Jones in Phillip Hayes Dean's *Paul Robeson* (Her Majesty's) is a marvellous theatrical portrait of a great man. More of an evening with Paul Robeson than the "new play" it is described as, it is an extended monologue.

With inspired acting two performers people the stage with Robeson's family, his friends and foes in the main events of his life. Robeson was born into an educated family. His father graduated from Lincoln University; brother William was a doctor, brother Ben a pastor. One of his brothers refused to work the system and died, a white man who had a mark on Paul. He came through an anti-negro high school with a scholarship to Rutgers and survived humiliations and physical assault to become the first negro football star in 1919. He was returning from fighting in Europe to make his first tour, were being lynched in the notorious "Red Summer". He left America for Africa but Robeson decided "the battle is here" and, after graduating, moved

into Harlem (brilliantly evoked in song and dance). Called to the Bar by the Columbia Law School he was denied any chance of practising because of his colour.

A chance recitation at a party led to a small part in a play seen by Eugene O'Neill. He was cast as "Elder" Jones. This led to *Showboat* and London in 1927. For the first time he felt free. He felt accepted as an artist by people like Shaw and the Astors, and as an "African" by the young Kenyatta and Nkrumah. His first visit to Russia, where he was received as an equal by Eisenstein, Stanislavski and Meyerhold, gave him a romantic view of the brotherhood of equality of socialist peoples, a vision which was to colour his future. It led to his support for the International Brigade in Spain, and to his "tuppety" concerts to alert British workers to the menace of fascism which led Robeson to decide to advise him to leave Britain. He paid dearly for

his naivety about Stalin's Russia. Under the influence of the Un-American Activities Committee his passport was not renewed, his royalties stopped—even his membership of Rutgers football team was expunged from the records.

His refusal to be the silent, accommodating, token black used to prove that American democracy offered freedom and equal opportunities to all. His resistance was officially distorted so that he was shown by his fellow blacks as a remnant, unbroken, unrepentant, like Luther he stood for truth without compromise; like Luther's his stand is open to dispute. What cannot be disputed is the power of this show to expose Robeson's enemies and make his political points forcefully with lethal humour and charm. James Earl Jones gives an astonishing display of virtuoso acting. He and Burt Wallace make this entertainment one of the finest pleasures the London stage has to offer. It has only a limited run: don't miss it.

Short, sharp shocks

Law and Order
BBC 2

The BBC has a way with *Matters of Great Public Interest*. It's a well tried way. It amounts to putting two stuffy shirts and Robin Day in a amphitheatre of interested parties and giving them enough time to repeat platitudes often enough for the folks at home to get the message that MGP are weighty, not susceptible to easy solution, and open to more than one interpretation. It is, in short, a bural way of dealing with anything.

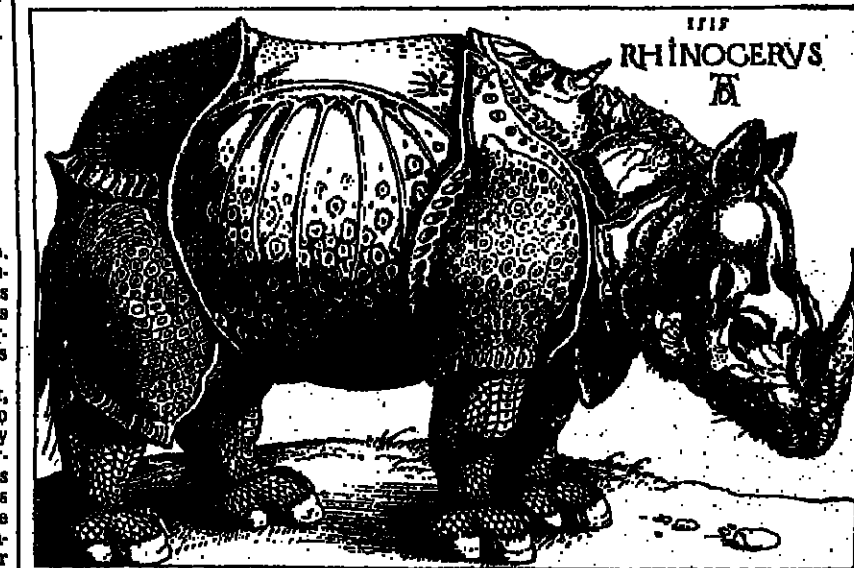
The Matter at issue last Saturday was Law and Order—or, as Marilyn Rees has her, Laura Dordier. You might have thought that in a programme billed to last 90 minutes (roughly par for two Acts of *Hamlet* or a couple of symphonies) you'd be in for a round or two of the old philosophy and a whiff of the old metaphysics before getting to grips with present discontents, such as teeny-boppers who mug old ladies and what should we do about them. Not a bit of it. Before you could say "McNee", Mr Day had declared that things have been getting worse, look as though they're going to get worse, and what did Mr Rees and Mr Whitelaw think and intend to do about this "election issue"?

Well, to be honest, Marilyn and Willie didn't intend to do very much. The Home Secretary and Big Jim have already shelled out, in two stages, a few bob for the police—though Willie, in expensive mood, would have given them the lot in once. Willie approved of "short,

sharp shocks" for young villains—and so did the Home Secretary. The Shadow Home Secretary was against judicial corporal punishment—and so was Marilyn. Whereupon the cameras picked up wraiths in the audience who knew that the man in his bed if hoodlums were hired, and a lady from the "Citizens Protection Society" who wanted to hang a few "pour encourager les autres". It was that kind of nerve-stretching ding-dong battle.

Generally, it was agreed that the 1969 Children and Young Persons Act was not all that it had been cracked up to be, that there should be more punishment and less "treatment" for young offenders. But no-one disputed or dealt with the fact that we now lock up more youngsters than ever before. Bit difficult, that one.

Those who had not switched to *Kojak* in the first hour of this lightning word-play were treated to an ending of some mystery and imagination. Willie let his hair down and set his genial face hard for a "drive against crime", but Marilyn took off the kid gloves and went for the toll. The box, he declared, must take its share of the blame for escalating violence. And he concluded darkly that "there's something that is wrong there... in our society, in this New World". And blow me if *News on 2* did not seem, somehow, to prove him right: the Streetford End had been at it again, this time in Cologne. Some of these politicians have an uncanny feel for the mood of the people. Tony Howard



This woodcut of a rhinoceros has the date, 1515, and the artist's monogram in the top right-hand corner. It is one of the many illustrations in "The Hidden Rhinoceros" by Peter S. Stevens (Piaton £10.95). A beautiful, scholarly book, which deals with all aspects of Dürer's work.

Scotland the brave

The Ballad and the Plough: A Portrait of Life in the Old Scottish Farmhouses. By David Kerr Cameron.

Victor Gollancz £6.95. 575 02468 2. Even a Southerner cannot fail to feel involved in this restrained lament in song and prose for old Scottish country days and ways, as vividly does the author paint life in the large farms between 1850 and the outbreak of the Second World War.

Those Victorian farmers were fine men of independent spirit, driving themselves and their men hard in a landscape where constant drizzle could sometimes be called good weather, but coming to know at the same time where they stood in the universe. In striking phrases we are shown the yearly pattern of work—"hand sowing with a solemn hibernation skill" or again, "the lustrous architecture of harvest"—work which racked all but the toughest with rheumatism by the age of 40.

The author brings to life the various farmhouses workers, some with the oddest names, as they roll ceaselessly. Without Mr Cameron's help, and his excellent and necessary glossary, how could we know that "blons" were young male teenagers and that an "orramen" was a Jack of all trades? Or that the

masterful "grieve" who shifted about 216 tons of muck in three days was a farm overseer?

We see devoted shepherds, strong on dreams and oatmeal painting their sheep's faces before competitions, or sacrificing their lives in blitzards in search of their charges. Farmhouse women were tough too, capable of heavy work with sickle or hoe, or of supporting a 17 hour day of near slavery in the kitchen.

But life had its lighter moments, as at Whitburn and Michaelmas hiring fairs, or at ploughing matches when some of the magnificent 24,000 working Clydesdales and their skilled horsemen were on their mettle. Romance there was too, between servant lasses and bachelors, described in many of the artist's folk songs which give an added appeal to this book. The most occasions at the Big House, where, coming of age, weddings and deaths were shared by all on the estate.

But all this was to pass by the Thirties. Cereals from the West, cold store ships, mechanized farming and prefabricated buildings up the doors of the farmhouses, as did the cinema and broadcasting, taking farmer's boy and kitchen maid with critical dissatisfaction with the old way of life.

Eric Church

Exhibition

Consumer durables?

Michael Clarke

It might seem odd that an age as industrial and increasingly mass-producing as the Victorian one should have produced an art so concerned with domestic interiors, sculpture, architecture, painting, design, a glutinous pleasure was taken in the filling up of pattern and relief, the piling up of incidents and incident. Hardly a surface was left unworked. But when, while the Victorian era was at its height, these academics have the advantage of being both accessible and possessing evident technical expertise. They are the do-it-yourselfers of the Victorian era, in a way that is now almost entirely lost. The Victorian era was a time when the artist was a craftsman, and the craftsman was an artist. The Victorian era was a time when the artist was a craftsman, and the craftsman was an artist.

every bit as closely as were those at the annual Royal Academy exhibitions. What they bought, however, were not the works that we admire. There are no Turners, no Constables, no Reynolds, no Watts, no Millais, no Pre-Raphaelites, no Victorian Pictures in the Royal Academy. The Victorian era was a time when the artist was a craftsman, and the craftsman was an artist. The Victorian era was a time when the artist was a craftsman, and the craftsman was an artist.

of human interest should in fact have been the direct product of free enterprise. In the attempt to make a profit, the Victorian era was a time when the artist was a craftsman, and the craftsman was an artist. The Victorian era was a time when the artist was a craftsman, and the craftsman was an artist.

Compare, say, the 1973 Kenilworth with some of its predecessors, and observe how integrated text, plans and pictures are used to transform chaotic ruins into a coherent experience of the past. Or read the 1970 *Victorian Pictures* and see how the artist's eye is used to transform chaotic ruins into a coherent experience of the past. Or read the 1970 *Victorian Pictures* and see how the artist's eye is used to transform chaotic ruins into a coherent experience of the past.

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Floating picture show

The railways drove out canal traffic as the cinema drove out the Magic Lantern. The superseded methods are not extinct, however, and Doug and Anne East have combined them in their touring Magic Lanterns at the Royal Albert Theatre.

Former students of Manchester Polytechnic, the Leas have, over years, collected a range of Victorian transparencies. In 1976 they held a private sale of these, and the Leas have, over years, collected a range of Victorian transparencies. In 1976 they held a private sale of these, and the Leas have, over years, collected a range of Victorian transparencies.

as documents of popular entertainment, forerunners of cinema, and social history, is considerable. There is plenty of humour: the swerving man swallowing rats, the skipping lady, the extending nose; a watermill suffers changing seasons, Heidelberg Castle is visited by storm and rainbow; the dramatic "Storm at Sea" sequence is tossed barges. Like the Chroma-crodes (shifting abstract patterns), these show a considerable, sophisticated technique, while the programme is introduced by a voice whose moving mouth recalls Captain Jack.

All this is accompanied by music, much of it live on an American organ. Before and during the show there is information about projection methods, one of which—two-lens discing—yields effects—allows exciting cross-fading effects. To end the show there is a short sequence of early film such as: *Madame Tenebris*, *November-Christmas*, *Little Venice*, London.

When they are in your area, ask the GPO operator for Radiophone 35533, or contact Tourist Information Centre for details. To August 12, Chester; August 23, Birmingham; September 7, 20, Worcester; September 24, October 1, Gloucester; October 1, November-Christmas, Little Venice, London.

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